



**National Survey
of Student Engagement**

University of Maryland, Baltimore County

Mean Comparisons

August 2009



Interpreting the Mean Comparisons Report

Sample

The *Mean Comparisons* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this 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. 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. For more information about weighting go to:

www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm.

Class

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

Institution-reported class ranks are used.

Statistical Significance

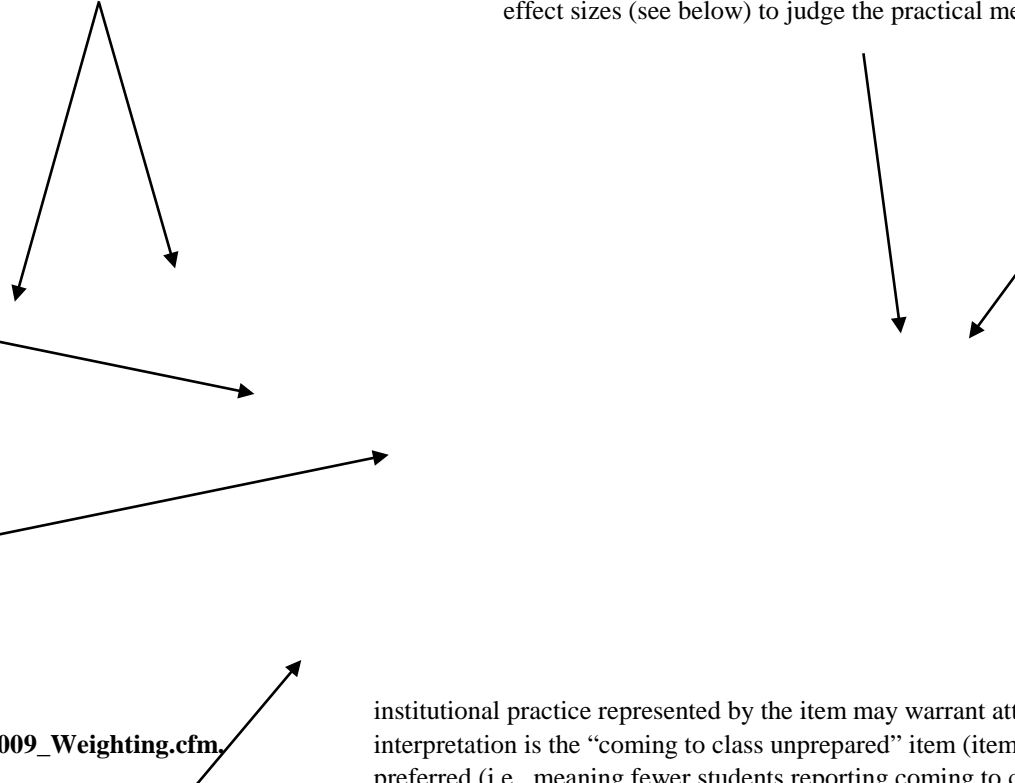
Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance.

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. It is recommended to 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

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 2009 Mean Comparisons
University of Maryland, Baltimore County

Variable	Bench- mark	Class	UMBC compared with:											
			UMBC		Sci Tech Peers			Public R/H & R/VH			NSSE 2009			
			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
<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>														
1. Academic and Intellectual Experiences														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.67	2.58	*	.11	2.68		-.01	2.84	***	-.19
				SR	2.94	2.86	*	.09	2.96		-.02	3.11	***	-.20
b.	Made a class presentation	CLPRESEN	ACL	FY	1.90	2.02	***	-.17	2.12	***	-.29	2.27	***	-.46
				SR	2.50	2.59	**	-.11	2.65	***	-.17	2.78	***	-.32
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.36	2.39		-.03	2.58	***	-.22	2.69	***	-.34
				SR	2.17	2.33	***	-.17	2.42	***	-.26	2.49	***	-.32
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.80	2.90	*	-.12	3.03	***	-.28	3.10	***	-.39
				SR	3.16	3.25	*	-.11	3.27	**	-.14	3.34	***	-.23
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.77	2.64	**	.15	2.75		.02	2.80		-.04
				SR	2.68	2.64		.05	2.75		-.07	2.83	***	-.16
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.12	2.12		-.01	2.12		.00	2.03	*	.11
				SR	2.19	2.30	***	-.13	2.23		-.05	2.13	*	.08
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.46	2.37	*	.10	2.40		.07	2.44		.02
				SR	2.43	2.42		.01	2.49		-.07	2.55	***	-.13
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.51	2.63	**	-.14	2.46		.06	2.44		.07
				SR	2.67	2.94	***	-.30	2.80	***	-.14	2.76	**	-.10
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.65	2.59		.08	2.61		.04	2.63		.02
				SR	2.90	2.96		-.07	2.94		-.04	2.95		-.06
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.87	1.79		.09	1.72	***	.18	1.68	***	.22
				SR	1.88	1.92		-.05	1.86		.02	1.86		.02
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.48	1.51		-.04	1.51		-.04	1.56	*	-.10
				SR	1.48	1.60	***	-.15	1.62	***	-.17	1.71	***	-.25

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



	Variable	Bench- mark	Class	UMBC compared with:											
				UMBC		Sci Tech Peers			Public R/H & R/VH			NSSE 2009			
				Mean ^a	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.89		2.73	***	.17	2.70	***	.19	2.64	***	.24
					SR	2.88		2.87		.01	2.87		.01	2.87	
m.	Used e-mail to communicate with an instructor	EMAIL		FY	2.98		3.09	**	-.14	3.14	***	-.20	3.17	***	-.24
					SR	3.31		3.40	**	-.13	3.40	**	-.12	3.42	***
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.45		2.46		-.02	2.56	**	-.13	2.64	***	-.22
					SR	2.72		2.68		.04	2.75		-.03	2.83	**
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.17		2.14		.03	2.17		.00	2.20		-.03
					SR	2.37		2.33		.05	2.32		.05	2.42	
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.79		1.75		.04	1.81		-.03	1.88	*	-.10
					SR	1.98		1.98		.01	2.01		-.03	2.08	**
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.49		2.52		-.04	2.59	**	-.12	2.67	***	-.22
					SR	2.57		2.68	**	-.14	2.70	***	-.16	2.81	***
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.56		2.57		-.02	2.62		-.07	2.68	**	-.15
					SR	2.59		2.61		-.03	2.66	*	-.09	2.74	***
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.58		1.53		.05	1.57		.01	1.64		-.07
					SR	1.70		1.79	*	-.09	1.76		-.06	1.82	**
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.80		2.76		.04	2.75		.06	2.76		.04
					SR	2.85		2.88		-.03	2.88		-.03	2.90	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	3.11		2.63	***	.48	2.64	***	.46	2.62	***	.48
					SR	3.04		2.73	***	.31	2.73	***	.31	2.70	***
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	3.04		2.74	***	.31	2.75	***	.30	2.72	***	.32
					SR	2.96		2.82	***	.16	2.79	***	.18	2.76	***

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



Variable	Bench- mark	Class	UMBC		Sci Tech Peers			UMBC compared with: Public R/H & R/VH			NSSE 2009				
			Mean ^a	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
<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>															
2. Mental Activities															
a.	Memorizing 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		-0.02	2.97		-0.08	2.93		-0.03	
			SR	2.75		2.73		.02	2.80		-0.06	2.77		-0.02	
b.	Analyzing 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	FY	3.19		3.20		-0.01	3.16		.04	3.14		.06
			SR	3.27		3.30		-0.05	3.28		-0.02	3.28		-0.02	
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY	2.97		2.95		.02	2.93		.04	2.93		.04
			SR	3.04		3.06		-0.03	3.05		-0.02	3.08		-0.05	
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	FY	2.88		2.86		.02	2.89		-0.02	2.93		-0.06
			SR	2.91		2.96		-0.06	2.98	*	-0.09	3.03	***	-0.14	
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	FY	3.12		3.15		-0.04	3.09		.03	3.07		.05
			SR	3.15		3.24	*	-0.11	3.21		-0.07	3.24	*	-0.11	
<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>															
3. Reading and Writing															
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.18		3.24		-0.06	3.24		-0.05	3.26		-0.07
			SR	3.04		3.13	*	-0.08	3.16	**	-0.11	3.19	***	-0.14	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		FY	2.15		2.05	*	.12	2.06	*	.10	2.09		.07
			SR	2.32		2.22	*	.11	2.20	**	.13	2.21	**	.12	
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	FY	1.27		1.21	*	.11	1.26		.02	1.30		-0.04
			SR	1.59		1.61		-0.03	1.62		-0.04	1.65		-0.07	
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	FY	2.01		2.15	***	-0.17	2.25	***	-0.29	2.28	***	-0.32
			SR	2.43		2.49		-0.07	2.49		-0.07	2.55	***	-0.13	
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	FY	2.77		2.93	**	-0.15	2.99	***	-0.21	3.05	***	-0.26
			SR	2.82		3.00	***	-0.16	2.97	**	-0.13	3.00	***	-0.15	
<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>															
4. Problem Sets															

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

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							<i>UMBC compared with:</i>							
			UMBC	Sci Tech Peers		Public R/H & R/VH			NSSE 2009					
<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>		
a.	Number of problem sets that take you more than an hour to complete	PROBSETA	FY	2.73	2.77		-0.04	2.72	.01	2.69		.03		
				SR	2.50	2.58		-0.06	2.59	-.07	2.61	*	-.09	
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	FY	2.72	2.68		.03	2.74	-.02	2.75		-.03		
				SR	2.17	2.16		.01	2.28	*	-.09	2.34	***	-.14
5. Examinations	<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 challenged you to do your best work.	EXAMS	FY	5.53	5.67	*	-.13	5.51	.02	5.45		.07		
				SR	5.39	5.41		-.02	5.43	-.03	5.46		-.05	
6. Additional Collegiate Experiences	<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, theatre or other performance	ATDART07	FY	1.97	2.11	***	-.16	2.14	***	-.19	2.18	***	-.23	
				SR	1.96	2.03	*	-.09	2.03	*	-.08	2.05	*	-.10
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.72	2.97	***	-.26	2.87	**	-.15	2.82		-.09	
				SR	2.80	2.92	**	-.12	2.78		.02	2.73	*	.07
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	1.92	2.15	***	-.20	2.02		-.09	2.08	**	-.14	
				SR	1.96	2.08	**	-.11	2.07	**	-.10	2.15	***	-.17
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.63	2.60		.03	2.60		.04	2.62		.01	
				SR	2.61	2.72	**	-.12	2.71	*	-.10	2.73	**	-.14
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.86	2.75	**	.13	2.77	*	.10	2.80		.07	
				SR	2.80	2.84		-.05	2.85		-.07	2.88	*	-.09
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.91	2.85		.07	2.85		.06	2.88		.03	
				SR	2.86	2.90		-.06	2.89		-.04	2.92		-.08
7. Enriching Educational Experiences	<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	.14	.06	***	.32	.07	***	.28	.07	***	.24
					SR	.60	.59		.02	.51	***	.16	.52	***

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



				UMBC compared with:											
				UMBC			Sci Tech Peers			Public R/H & R/VH			NSSE 2009		
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
b. Community service or volunteer work	VOLNTR04	EEE	FY	.32	.45	***	-.26	.40	***	-.15	.39	**	-.15		
			SR	.53	.68	***	-.32	.60	**	-.12	.60	**	-.13		
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.20	.26	**	-.14	.21		-.03	.18		.05		
			SR	.21	.28	***	-.17	.26	**	-.11	.26	***	-.13		
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.05	.06		-.02	.05		.01	.05		.00		
			SR	.26	.27		-.02	.21	**	.14	.19	***	.17		
e. Foreign language coursework	FORLNG04	EEE	FY	.27	.25		.03	.24		.07	.21	**	.13		
			SR	.65	.51	***	.28	.45	***	.39	.41	***	.49		
f. Study abroad	STDABR04	EEE	FY	.03	.02		.08	.02		.04	.03		.00		
			SR	.14	.21	***	-.17	.16		-.06	.15		-.05		
g. Independent study or self-designed major	INDSTD04	EEE	FY	.03	.02		.07	.03		.04	.04		-.02		
			SR	.13	.15		-.05	.16		-.07	.17	**	-.11		
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.02	.02		.06	.02		.03	.02		.02		
			SR	.20	.33	***	-.28	.30	***	-.22	.34	***	-.28		
8. Quality of Relationships				<i>Select the circle that best represents the quality of your relationships with people at your institution. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging</i>											
a. Relationships with other students	ENVSTU	SCE	FY	5.52	5.58		-.05	5.45		.05	5.47		.03		
			SR	5.40	5.60	***	-.15	5.52	*	-.09	5.59	***	-.14		
				<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>											
b. Relationships with faculty members	ENVFAC	SCE	FY	5.08	5.05		.02	5.03		.04	5.21	*	-.10		
			SR	5.17	5.20		-.02	5.22		-.04	5.42	***	-.19		
				<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>											
c. Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.75	4.75		.00	4.61	*	.10	4.74		.01		
			SR	4.21	4.64	***	-.27	4.49	***	-.16	4.60	***	-.23		

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

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				UMBC			Sci Tech Peers			Public R/H & R/VH			NSSE 2009		
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
<i>About how many hours do you spend in a typical 7-day week doing each of the following?</i>															
<i>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>															
9. Time Usage															
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.42	4.66	**	-.14	4.30	.07	4.17	**	.15		
				SR	4.38	4.54	*	-.09	4.28	.05	4.23	*	.08		
b.	Working for pay on campus	WORKON01		FY	1.41	1.43		-.02	1.48	-.06	1.53	*	-.09		
				SR	1.73	2.04	***	-.18	1.89	**	1.83		-.06		
c.	Working for pay off campus	WORKOF01		FY	1.82	1.52	***	.22	2.05	**	2.35	***	-.24		
				SR	3.39	2.52	***	.39	3.43	-.02	3.74	***	-.13		
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.35	2.56	**	-.14	2.35	-.01	2.29		.03		
				SR	2.04	2.48	***	-.27	2.15	-.07	2.11		-.05		
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.96	3.84		.08	3.89	.04	3.81		.09		
				SR	3.64	3.74		-.07	3.61	.02	3.53		.07		
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.55	1.28	***	.29	1.55	.00	1.84	***	-.17		
				SR	1.94	1.56	***	.26	2.15	**	2.47	***	-.23		
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.09	2.27	***	-.20	2.37	***	2.32	***	-.20		
				SR	2.36	2.33		.04	2.46	*	2.39		-.03		
<i>To what extent does your institution emphasize each of the following?</i>															
<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>															
10. Institutional Environment															
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.40	3.27	***	.18	3.15	***	.33	3.14	***	.35	
				SR	3.38	3.21	***	.24	3.12	***	.35	3.13	***	.33	
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.22	3.17		.07	3.04	***	.21	3.08	***	.17	
				SR	2.85	2.93	*	-.10	2.85	.00	2.94	*	-.10		
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	3.14	2.82	***	.33	2.71	***	.45	2.72	***	.43	
				SR	2.76	2.53	***	.24	2.50	***	.27	2.55	***	.22	

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
University of Maryland, Baltimore County**

	Variable	Bench- mark	Class	UMBC		Sci Tech Peers			UMBC compared with: Public R/H & R/VH			NSSE 2009		
				Mean ^a	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.23	2.28		-.05	2.20		.03	2.28		-.05
				SR	1.85	1.96	**	-.12	1.90		-.05	2.00	***	-.15
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.41	2.56	***	-.17	2.47		-.07	2.50	*	-.10
				SR	2.05	2.26	***	-.23	2.19	***	-.15	2.23	***	-.19
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.68	3.01	***	-.39	2.89	***	-.24	2.85	***	-.18
				SR	2.50	2.81	***	-.34	2.67	***	-.18	2.63	***	-.13
g.	Using computers in academic work	ENVCOMPT		FY	3.30	3.40	*	-.13	3.37		-.08	3.33		-.04
				SR	3.44	3.54	***	-.16	3.48		-.06	3.47		-.05

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

11. Educational and Personal Growth

a.	Acquiring a broad general education	GNGENLED		FY	3.15	3.21		-.08	3.15		.00	3.16		-.01
				SR	3.18	3.24		-.08	3.20		-.04	3.25	*	-.09
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.76	2.90	**	-.15	2.79		-.03	2.82		-.06
				SR	2.96	3.06	**	-.11	2.99		-.04	3.06	**	-.12
c.	Writing clearly and effectively	GNWRITE		FY	2.81	2.88		-.08	2.94	**	-.15	3.02	***	-.25
				SR	2.93	3.03	**	-.12	3.04	**	-.13	3.11	***	-.21
d.	Speaking clearly and effectively	GNSPEAK		FY	2.55	2.67	**	-.14	2.74	***	-.21	2.84	***	-.32
				SR	2.69	2.88	***	-.20	2.91	***	-.23	2.99	***	-.33
e.	Thinking critically and analytically	GNANALY		FY	3.22	3.29		-.09	3.22		.01	3.23		.00
				SR	3.27	3.42	***	-.20	3.34		-.09	3.36	**	-.12
f.	Analyzing quantitative problems	GNQUANT		FY	3.06	3.14	*	-.10	2.99		.07	2.96	*	.11
				SR	3.06	3.18	**	-.14	3.08		-.02	3.08		-.02
g.	Using computing and information technology	GNCMPTS		FY	3.03	3.13	*	-.12	3.06		-.04	3.05		-.02
				SR	3.16	3.25	*	-.11	3.20		-.05	3.21		-.05
h.	Working effectively with others	GNOTHERS		FY	2.95	3.04	*	-.11	2.96		-.01	3.01		-.07
				SR	3.01	3.18	***	-.20	3.11	**	-.11	3.16	***	-.18

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons
University of Maryland, Baltimore County**

			UMBC				UMBC compared with: Public R/H & R/VH			NSSE 2009			
Variable	Bench- mark	Class	UMBC		Sci Tech Peers		Public R/H & R/VH			NSSE 2009			
			Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
i. Voting in local, state, or national elections	GNCITIZN	FY	2.26		2.59	***	-.31	2.64	***	-.36	2.57	***	-.28
		SR	2.03		2.34	***	-.30	2.34	***	-.29	2.34	***	-.29
j. Learning effectively on your own	GNINQ	FY	2.95		3.06	**	-.14	2.99		-.05	2.99		-.05
		SR	2.95		3.08	***	-.15	3.02		-.08	3.05	**	-.11
k. Understanding yourself	GNSELF	FY	2.71		2.81	*	-.10	2.77		-.06	2.83	**	-.12
		SR	2.62		2.81	***	-.18	2.75	**	-.13	2.82	***	-.20
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.83		2.70	**	.14	2.69	**	.15	2.71	**	.13
		SR	2.66		2.60		.07	2.63		.03	2.67		.00
m. Solving complex real-world problems	GNPROBSV	FY	2.69		2.81	*	-.13	2.71		-.02	2.72		-.03
		SR	2.67		2.89	***	-.24	2.78	**	-.12	2.80	***	-.14
n. Developing a personal code of values and ethics	GNETHICS	FY	2.56		2.72	**	-.17	2.65		-.09	2.72	**	-.16
		SR	2.46		2.67	***	-.21	2.61	***	-.15	2.72	***	-.25
o. Contributing to the welfare of your community	GNCOMMUN	FY	2.39		2.56	***	-.18	2.46		-.08	2.50	*	-.11
		SR	2.24		2.48	***	-.25	2.42	***	-.18	2.49	***	-.25
p. Developing a deepened sense of spirituality	GNSPIRIT	FY	1.88		2.06	***	-.17	2.02	**	-.13	2.17	***	-.27
		SR	1.70		1.80	*	-.10	1.78		-.08	1.96	***	-.24
12. Academic Advising			<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	2.97		3.13	***	-.20	3.00		-.04	3.04		-.09
		SR	2.74		2.92	***	-.20	2.80		-.06	2.89	***	-.16
13. Satisfaction			<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>										
How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.23		3.36	***	-.20	3.21		.02	3.21		.02
		SR	3.12		3.34	***	-.30	3.18		-.08	3.22	**	-.12
14.			<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	3.16		3.45	***	-.40	3.28	***	-.16	3.23		-.09
		SR	3.10		3.39	***	-.36	3.21	**	-.13	3.20	**	-.11

IPEDS: 163268

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



**National Survey
of Student Engagement**

NSSE 2009 Detailed Statistics ^a

**University of Maryland, Baltimore County
First-Year Students**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	UMBC	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC compared with:			UMBC compared with:		
																	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009
CLQUEST	493	2.67	2.58	2.68	2.84	.04	.01	.00	.00	.82	.84	.84	.85	18,584	80,999	236,866	.019	.741	.000	.11	-.01	-.19
CLPRESEN	491	1.90	2.02	2.12	2.27	.03	.01	.00	.00	.72	.74	.78	.81	18,614	497	493	.000	.000	.000	-.17	-.29	-.46
REWROPAP	494	2.36	2.39	2.58	2.69	.04	.01	.00	.00	.98	.97	.99	.98	18,539	80,723	236,442	.469	.000	.000	-.03	-.22	-.34
INTEGRAT	495	2.80	2.90	3.03	3.10	.04	.01	.00	.00	.85	.82	.81	.79	520	500	496	.011	.000	.000	-.12	-.28	-.39
DIVCLASS	494	2.77	2.64	2.75	2.80	.04	.01	.00	.00	.90	.90	.89	.88	18,561	80,952	236,900	.001	.680	.422	.15	.02	-.04
CLUNPREP	494	2.12	2.12	2.12	2.03	.03	.01	.00	.00	.77	.79	.79	.78	18,599	81,121	237,193	.879	.916	.011	-.01	.00	.11
CLASSGRP	495	2.46	2.37	2.40	2.44	.04	.01	.00	.00	.84	.85	.85	.86	18,618	81,078	237,226	.023	.143	.684	.10	.07	.02
OCCGRP	497	2.51	2.63	2.46	2.44	.04	.01	.00	.00	.89	.86	.88	.89	18,673	81,340	237,985	.002	.218	.102	-.14	.06	.07
INTIDEAS	469	2.65	2.59	2.61	2.63	.04	.01	.00	.00	.84	.80	.81	.82	17,445	76,515	224,223	.105	.366	.628	.08	.04	.02
TUTOR	469	1.87	1.79	1.72	1.68	.04	.01	.00	.00	.95	.86	.85	.85	490	473	470	.071	.001	.000	.09	.18	.22
COMMPROJ	468	1.48	1.51	1.51	1.56	.04	.01	.00	.00	.87	.79	.80	.82	17,362	76,293	223,804	.424	.382	.028	-.04	-.04	-.10
ITACADEM	469	2.89	2.73	2.70	2.64	.04	.01	.00	.00	.97	.99	1.01	1.03	495	474	470	.000	.000	.000	.17	.19	.24
EMAIL	469	2.98	3.09	3.14	3.17	.04	.01	.00	.00	.83	.82	.81	.81	17,485	76,744	470	.004	.000	.000	-.14	-.20	-.24
FACGRADE	470	2.45	2.46	2.56	2.64	.04	.01	.00	.00	.89	.85	.87	.87	17,458	76,619	224,772	.677	.007	.000	-.02	-.13	-.22
FACPLANS	467	2.17	2.14	2.17	2.20	.04	.01	.00	.00	.89	.86	.89	.90	17,458	76,695	224,811	.502	.985	.485	.03	.00	-.03
FACIDEAS	469	1.79	1.75	1.81	1.88	.04	.01	.00	.00	.89	.82	.86	.90	490	76,770	225,102	.430	.504	.027	.04	-.03	-.10
FACFEED	465	2.49	2.52	2.59	2.67	.04	.01	.00	.00	.86	.83	.84	.84	17,111	75,223	220,876	.370	.009	.000	-.04	-.12	-.22
WORKHARD	467	2.56	2.57	2.62	2.68	.04	.01	.00	.00	.88	.85	.85	.85	17,114	75,180	468	.711	.141	.003	-.02	-.07	-.15
FACOTHER	462	1.58	1.53	1.57	1.64	.04	.01	.00	.00	.80	.79	.82	.86	17,063	74,984	463	.259	.871	.107	.05	.01	-.07
OOCIDEAS	464	2.80	2.76	2.75	2.76	.04	.01	.00	.00	.89	.85	.87	.87	17,100	75,190	220,793	.380	.213	.402	.04	.06	.04
DIVRSTUD	467	3.11	2.63	2.64	2.62	.04	.01	.00	.00	.92	1.00	1.01	1.02	497	473	468	.000	.000	.000	.48	.46	.48
DIFSTU2	465	3.04	2.74	2.75	2.72	.05	.01	.00	.00	.99	.95	.97	.98	17,137	75,335	466	.000	.000	.000	.31	.30	.32
MEMORIZE	466	2.90	2.92	2.97	2.93	.04	.01	.00	.00	.87	.86	.85	.86	17,029	74,939	219,466	.597	.103	.558	-.02	-.08	-.03
ANALYZE	464	3.19	3.20	3.16	3.14	.03	.01	.00	.00	.75	.74	.77	.78	16,965	74,600	218,691	.881	.379	.172	-.01	.04	.06
SYNTHESZ	465	2.97	2.95	2.93	2.93	.04	.01	.00	.00	.85	.83	.84	.84	16,934	74,545	218,408	.688	.344	.334	.02	.04	.04
EVALUATE	463	2.88	2.86	2.89	2.93	.04	.01	.00	.00	.88	.86	.85	.85	16,949	74,670	218,810	.684	.695	.191	.02	-.02	-.06
APPLYING	466	3.12	3.15	3.09	3.07	.04	.01	.00	.00	.83	.83	.85	.84	17,008	74,847	219,231	.422	.461	.298	-.04	.03	.05
READASGN	465	3.18	3.24	3.24	3.26	.04	.01	.00	.00	.89	.92	.96	.98	16,999	471	466	.222	.208	.078	-.06	-.05	-.07

^a All statistics are weighted by gender, enrollment status, and institutional size.

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

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
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NSSE 2009 Detailed Statistics ^a

**University of Maryland, Baltimore County
First-Year Students**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	UMBC	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	<i>UMBC compared with:</i>			<i>UMBC compared with:</i>		
																	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009
READOWN	462	2.15	2.05	2.06	2.09	.04	.01	.00	.00	.95	.88	.91	.93	484	467	218,816	.021	.036	.144	.12	.10	.07
WRITEMOR	465	1.27	1.21	1.26	1.30	.03	.00	.00	.00	.60	.58	.64	.71	489	74,537	467	.024	.593	.359	.11	.02	-.04
WRITEMID	464	2.01	2.15	2.25	2.28	.04	.01	.00	.00	.80	.80	.82	.83	16,927	469	465	.000	.000	.000	-.17	-.29	-.32
WRITESML	464	2.77	2.93	2.99	3.05	.05	.01	.00	.00	1.02	1.01	1.03	1.04	16,984	74,690	218,747	.001	.000	.000	-.15	-.21	-.26
PROBSETA	460	2.73	2.77	2.72	2.69	.05	.01	.00	.00	1.12	1.12	1.12	1.11	16,930	74,531	218,098	.429	.892	.473	-.04	.01	.03
PROBSETB	461	2.72	2.68	2.74	2.75	.06	.01	.00	.00	1.26	1.23	1.22	1.22	16,899	74,483	218,153	.582	.650	.580	.03	-.02	-.03
EXAMS	463	5.53	5.67	5.51	5.45	.05	.01	.00	.00	1.16	1.07	1.13	1.16	484	74,740	218,822	.013	.657	.126	-.13	.02	.07
ATDART07	459	1.97	2.11	2.14	2.18	.04	.01	.00	.00	.87	.86	.90	.92	16,824	464	460	.001	.000	.000	-.16	-.19	-.23
EXRCSE05	460	2.72	2.97	2.87	2.82	.05	.01	.00	.00	1.12	.95	1.00	1.04	478	463	461	.000	.004	.065	-.26	-.15	-.09
WORSHPO5	457	1.92	2.15	2.02	2.08	.05	.01	.00	.00	1.07	1.14	1.10	1.12	485	73,734	215,679	.000	.054	.003	-.20	-.09	-.14
OWNVIEW	457	2.63	2.60	2.60	2.62	.04	.01	.00	.00	.87	.87	.89	.89	16,783	73,740	215,582	.494	.446	.864	.03	.04	.01
OTHRVIEW	458	2.86	2.75	2.77	2.80	.04	.01	.00	.00	.83	.84	.86	.86	484	463	459	.005	.021	.135	.13	.10	.07
CHNGVIEW	460	2.91	2.85	2.85	2.88	.04	.01	.00	.00	.84	.81	.83	.84	16,843	73,932	216,172	.154	.171	.512	.07	.06	.03
INTERN04	455	.14	.06	.07	.07	.02	.00	.00	.00	.35	.24	.25	.26	466	457	455	.000	.000	.000	.32	.28	.24
VOLNTR04	453	.32	.45	.40	.39	.02	.00	.00	.00	.47	.50	.49	.49	481	458	454	.000	.001	.001	-.26	-.15	-.15
LRNCOM04	448	.20	.26	.21	.18	.02	.00	.00	.00	.40	.44	.41	.38	478	72,442	449	.001	.469	.284	-.14	-.03	.05
RESRCH04	455	.05	.06	.05	.05	.01	.00	.00	.00	.22	.23	.22	.22	16,606	72,652	212,409	.669	.902	.978	-.02	.01	.00
FORLNG04	454	.27	.25	.24	.21	.02	.00	.00	.00	.44	.44	.43	.41	16,609	458	454	.472	.143	.009	.03	.07	.13
STDABR04	451	.03	.02	.02	.03	.01	.00	.00	.00	.17	.14	.15	.17	467	72,609	212,113	.192	.444	.968	.08	.04	.00
INDSTD04	453	.03	.02	.03	.04	.01	.00	.00	.00	.18	.15	.16	.19	470	72,554	211,933	.207	.423	.631	.07	.04	-.02
SNRX04	453	.02	.02	.02	.02	.01	.00	.00	.00	.15	.12	.13	.14	469	72,814	212,717	.307	.463	.723	.06	.03	.02
ENVSTU	454	5.52	5.58	5.45	5.47	.06	.01	.01	.00	1.34	1.27	1.36	1.37	16,586	72,638	212,374	.316	.279	.487	-.05	.05	.03
ENVFAC	454	5.08	5.05	5.03	5.21	.06	.01	.00	.00	1.33	1.24	1.31	1.32	16,609	72,701	212,452	.626	.422	.028	.02	.04	-.10
ENVADM	453	4.75	4.75	4.61	4.74	.07	.01	.01	.00	1.52	1.41	1.50	1.53	16,591	72,642	212,231	.982	.036	.832	.00	.10	.01
ACADPR01	451	4.42	4.66	4.30	4.17	.08	.01	.01	.00	1.66	1.66	1.65	1.64	16,492	72,205	210,946	.003	.144	.001	-.14	.07	.15
WORKON01	451	1.41	1.43	1.48	1.53	.05	.01	.00	.00	1.08	1.10	1.21	1.23	16,490	457	452	.717	.176	.027	-.02	-.06	-.09
WORKOF01	451	1.82	1.52	2.05	2.35	.08	.01	.01	.00	1.65	1.34	1.93	2.24	467	458	454	.000	.003	.000	.22	-.12	-.24
COCURR01	452	2.35	2.56	2.35	2.29	.07	.01	.01	.00	1.56	1.58	1.58	1.61	16,492	72,187	210,981	.004	.911	.502	-.14	-.01	.03

^a All statistics are weighted by gender, enrollment status, and institutional size.

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

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

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First-Year Students**

	Mean					Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f			
	N	UMBC				UMBC	Sci Tech Peers			UMBC	Sci Tech Peers			Sci Tech Peers	Public R/H & R/VH		NSSE 2009	UMBC compared with:			UMBC compared with:		
		UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009		UMBC	Sci Tech Peers	Public R/H & R/VH		NSSE 2009	UMBC	Sci Tech Peers		Public R/H & R/VH	NSSE 2009		Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009
SOCIAL05	449	3.96	3.84	3.89	3.81	.08	.01	.01	.00	1.71	1.57	1.63	1.65	470	71,820	209,649	.148	.384	.064	.08	.04	.09	
CAREDE01	449	1.55	1.28	1.55	1.84	.06	.01	.01	.00	1.26	.95	1.34	1.72	463	71,735	452	.000	.974	.000	.29	.00	-.17	
COMMUTE	450	2.09	2.27	2.37	2.32	.05	.01	.00	.00	.98	.87	1.03	1.13	16,444	455	452	.000	.000	.000	-.20	-.27	-.20	
ENVSCHOL	450	3.40	3.27	3.15	3.14	.03	.01	.00	.00	.71	.72	.76	.76	16,280	71,318	208,019	.000	.000	.000	.18	.33	.35	
ENVSUPRT	449	3.22	3.17	3.04	3.08	.04	.01	.00	.00	.82	.77	.80	.80	470	453	450	.195	.000	.000	.07	.21	.17	
ENVDIVRS	448	3.14	2.82	2.71	2.72	.04	.01	.00	.00	.91	.95	.97	.97	16,208	453	449	.000	.000	.000	.33	.45	.43	
ENVNACAD	448	2.23	2.28	2.20	2.28	.04	.01	.00	.00	.95	.93	.95	.97	16,226	71,181	207,474	.328	.462	.332	-.05	.03	-.05	
ENVSOCAL	445	2.41	2.56	2.47	2.50	.04	.01	.00	.00	.93	.91	.93	.94	16,211	70,932	206,809	.001	.163	.038	-.17	-.07	-.10	
ENVEVENT	451	2.68	3.01	2.89	2.85	.04	.01	.00	.00	.93	.86	.90	.94	472	455	207,336	.000	.000	.000	-.39	-.24	-.18	
ENVCOMPT	448	3.30	3.40	3.37	3.33	.04	.01	.00	.00	.84	.74	.76	.78	467	452	449	.018	.108	.480	-.13	-.08	-.04	
GNGENLED	443	3.15	3.21	3.15	3.16	.04	.01	.00	.00	.77	.76	.78	.79	16,022	70,145	204,452	.108	.943	.786	-.08	.00	-.01	
GNWORK	444	2.76	2.90	2.79	2.82	.04	.01	.00	.00	.90	.91	.93	.93	16,021	70,112	204,374	.002	.593	.193	-.15	-.03	-.06	
GNWRITE	442	2.81	2.88	2.94	3.02	.04	.01	.00	.00	.92	.88	.87	.85	464	446	443	.135	.003	.000	-.08	-.15	-.25	
GNSPEAK	445	2.55	2.67	2.74	2.84	.05	.01	.00	.00	.98	.93	.93	.92	467	449	446	.007	.000	.000	-.14	-.21	-.32	
GNANALY	443	3.22	3.29	3.22	3.23	.04	.01	.00	.00	.76	.75	.78	.78	15,997	70,097	204,388	.065	.866	.937	-.09	.01	.00	
GNQUANT	441	3.06	3.14	2.99	2.96	.04	.01	.00	.00	.87	.82	.86	.87	15,942	69,802	203,692	.037	.121	.021	-.10	.07	.11	
GNCMPTS	442	3.03	3.13	3.06	3.05	.04	.01	.00	.00	.94	.85	.88	.88	462	446	443	.020	.409	.643	-.12	-.04	-.02	
GNOTHERS	444	2.95	3.04	2.96	3.01	.04	.01	.00	.00	.90	.85	.88	.87	16,034	70,198	204,586	.019	.765	.152	-.11	-.01	-.07	
GNCITIZN	441	2.26	2.59	2.64	2.57	.05	.01	.00	.00	1.05	1.05	1.07	1.08	15,778	69,082	442	.000	.000	.000	-.31	-.36	-.28	
GNINQ	441	2.95	3.06	2.99	2.99	.04	.01	.00	.00	.86	.83	.85	.85	15,743	68,989	201,051	.005	.271	.257	-.14	-.05	-.05	
GNSSELF	440	2.71	2.81	2.77	2.83	.05	.01	.00	.00	.97	.95	.96	.96	15,718	68,825	200,605	.034	.197	.009	-.10	-.06	-.12	
GNDIVERS	441	2.83	2.70	2.69	2.71	.05	.01	.00	.00	.98	.94	.95	.96	15,742	68,954	201,163	.003	.002	.008	.14	.15	.13	
GNPROBSV	438	2.69	2.81	2.71	2.72	.05	.01	.00	.00	.96	.89	.92	.93	459	69,032	201,266	.011	.660	.504	-.13	-.02	-.03	
GNETHICS	441	2.56	2.72	2.65	2.72	.05	.01	.00	.00	1.04	.98	.98	.98	463	445	442	.001	.072	.001	-.17	-.09	-.16	
GNCOMMUN	440	2.39	2.56	2.46	2.50	.05	.01	.00	.00	1.00	.95	.97	.99	15,720	69,026	201,199	.000	.115	.021	-.18	-.08	-.11	
GNSPIRIT	441	1.88	2.06	2.02	2.17	.05	.01	.00	.00	1.02	1.06	1.05	1.10	15,751	69,060	442	.001	.006	.000	-.17	-.13	-.27	
ADVISE	446	2.97	3.13	3.00	3.04	.04	.01	.00	.00	.85	.79	.84	.83	15,957	69,907	203,972	.000	.443	.059	-.20	-.04	-.09	
ENTIREXP	444	3.23	3.36	3.21	3.21	.03	.01	.00	.00	.71	.68	.70	.72	15,947	69,898	203,971	.000	.601	.657	-.20	.02	.02	
SAMECOLL	445	3.16	3.45	3.28	3.23	.04	.01	.00	.00	.82	.72	.79	.82	15,960	69,938	204,033	.000	.001	.050	-.40	-.16	-.09	

^a All statistics are weighted by gender, enrollment status, and institutional size.

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

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

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	N		Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	UMBC	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	<i>UMBC compared with:</i>			<i>UMBC compared with:</i>			
CLQUEST	665	2.94	2.86	2.96	3.11	.04	.01	.00	.00	.91	.87	.88	.86	20,993	95,289	251,660	.021	.580	.000	.09	-.02	-.20	
CLPRESEN	668	2.50	2.59	2.65	2.78	.03	.01	.00	.00	.85	.84	.87	.88	20,996	95,588	252,484	.006	.000	.000	-.11	-.17	-.32	
REWROPAP	665	2.17	2.33	2.42	2.49	.04	.01	.00	.00	.95	.94	.97	.98	20,943	674	668	.000	.000	.000	-.17	-.26	-.32	
INTEGRAT	664	3.16	3.25	3.27	3.34	.03	.01	.00	.00	.86	.76	.76	.74	698	671	666	.015	.001	.000	-.11	-.14	-.23	
DIVCLASS	665	2.68	2.64	2.75	2.83	.04	.01	.00	.00	1.00	.94	.95	.93	703	673	667	.277	.103	.000	.05	-.07	-.16	
CLUNPREP	667	2.19	2.30	2.23	2.13	.03	.01	.00	.00	.80	.82	.81	.80	713	95,460	252,286	.001	.204	.042	-.13	-.05	.08	
CLASSGRP	667	2.43	2.42	2.49	2.55	.03	.01	.00	.00	.87	.89	.90	.90	20,975	676	670	.821	.058	.000	.01	-.07	-.13	
OCCGRP	668	2.67	2.94	2.80	2.76	.03	.01	.00	.00	.90	.90	.92	.92	712	95,792	253,149	.000	.000	.009	-.30	-.14	-.10	
INTIDEAS	641	2.90	2.96	2.94	2.95	.03	.01	.00	.00	.82	.80	.82	.82	680	92,030	244,398	.095	.259	.150	-.07	-.04	-.06	
TUTOR	644	1.88	1.92	1.86	1.86	.04	.01	.00	.00	.97	.94	.93	.95	683	92,278	245,168	.249	.644	.627	-.05	.02	.02	
COMMPROJ	639	1.48	1.60	1.62	1.71	.03	.01	.00	.00	.80	.85	.86	.90	687	648	642	.000	.000	.000	-.15	-.17	-.25	
ITACADEM	645	2.88	2.87	2.87	2.87	.04	.01	.00	.00	.94	.99	1.00	1.01	692	654	648	.733	.694	.634	.01	.01	.02	
EMAIL	645	3.31	3.40	3.40	3.42	.03	.01	.00	.00	.76	.73	.74	.73	19,994	92,253	647	.001	.003	.000	-.13	-.12	-.15	
FACGRADE	642	2.72	2.68	2.75	2.83	.04	.01	.00	.00	.90	.87	.88	.87	20,036	92,229	644	.279	.459	.004	.04	-.03	-.12	
FACPLANS	641	2.37	2.33	2.32	2.42	.04	.01	.00	.00	.97	.91	.93	.96	678	92,287	245,154	.289	.252	.208	.05	.05	-.05	
FACIDEAS	645	1.98	1.98	2.01	2.08	.04	.01	.00	.00	.94	.87	.90	.93	681	652	245,349	.841	.533	.006	.01	-.03	-.11	
FACFEED	636	2.57	2.68	2.70	2.81	.03	.01	.00	.00	.85	.80	.82	.82	673	643	638	.001	.000	.000	-.14	-.16	-.29	
WORKHARD	636	2.59	2.61	2.66	2.74	.04	.01	.00	.00	.92	.85	.86	.86	672	643	638	.430	.031	.000	-.03	-.09	-.18	
FACOTHER	632	1.70	1.79	1.76	1.82	.03	.01	.00	.00	.88	.92	.92	.95	19,761	91,111	635	.026	.146	.001	-.09	-.06	-.12	
OOCIDEAS	635	2.85	2.88	2.88	2.90	.04	.01	.00	.00	.89	.84	.85	.85	673	91,263	637	.501	.447	.144	-.03	-.03	-.06	
DIVRSTUD	638	3.04	2.73	2.73	2.70	.04	.01	.00	.00	.94	.99	.99	1.00	685	647	641	.000	.000	.000	.31	.31	.34	
DIFSTU2	637	2.96	2.82	2.79	2.76	.04	.01	.00	.00	.96	.95	.96	.97	19,828	645	639	.000	.000	.000	.16	.18	.21	
MEMORIZE	632	2.75	2.73	2.80	2.77	.04	.01	.00	.00	.89	.93	.91	.92	19,677	90,820	241,572	.617	.163	.532	.02	-.06	-.02	
ANALYZE	633	3.27	3.30	3.28	3.28	.03	.01	.00	.00	.77	.73	.74	.74	19,620	90,572	240,960	.249	.700	.556	-.05	-.02	-.02	
SYNTHESZ	629	3.04	3.06	3.05	3.08	.03	.01	.00	.00	.87	.83	.84	.83	19,596	90,476	240,724	.474	.706	.183	-.03	-.02	-.05	
EVALUATE	632	2.91	2.96	2.98	3.03	.04	.01	.00	.00	.94	.87	.88	.86	667	639	634	.152	.041	.001	-.06	-.09	-.14	
APPLYING	631	3.15	3.24	3.21	3.24	.04	.01	.00	.00	.89	.82	.83	.81	667	90,774	633	.015	.070	.011	-.11	-.07	-.11	
READASGN	636	3.04	3.13	3.16	3.19	.04	.01	.00	.00	1.03	1.01	1.04	1.04	19,621	90,573	638	.038	.006	.000	-.08	-.11	-.14	

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^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

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	N		Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	UMBC	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC compared with:			UMBC compared with:			
READOWN	636	2.32	2.22	2.20	2.21	.04	.01	.00	.00	1.05	.98	.98	.98	672	642	637	.012	.003	.006	.11	.13	.12	
WRITEMOR	635	1.59	1.61	1.62	1.65	.03	.01	.00	.00	.74	.76	.80	.81	19,624	90,516	240,800	.467	.376	.071	-.03	-.04	-.07	
WRITEMID	635	2.43	2.49	2.49	2.55	.04	.01	.00	.00	.96	.94	.94	.96	19,629	90,381	240,477	.082	.069	.001	-.07	-.07	-.13	
WRITESML	633	2.82	3.00	2.97	3.00	.05	.01	.00	.00	1.15	1.12	1.15	1.15	673	90,548	240,800	.000	.001	.000	-.16	-.13	-.15	
PROBSETA	634	2.50	2.58	2.59	2.61	.05	.01	.00	.00	1.20	1.21	1.22	1.21	19,579	90,208	239,805	.122	.064	.020	-.06	-.07	-.09	
PROBSETB	632	2.17	2.16	2.28	2.34	.05	.01	.00	.00	1.20	1.19	1.21	1.22	19,557	90,088	634	.808	.028	.000	.01	-.09	-.14	
EXAMS	635	5.39	5.41	5.43	5.46	.05	.01	.00	.00	1.28	1.20	1.24	1.24	672	90,481	240,617	.718	.460	.181	-.02	-.03	-.05	
ATDART07	634	1.96	2.03	2.03	2.05	.04	.01	.00	.00	.93	.85	.90	.91	670	89,682	238,550	.045	.038	.010	-.09	-.08	-.10	
EXRCSE05	633	2.80	2.92	2.78	2.73	.04	.01	.00	.00	.99	.97	1.02	1.04	19,430	642	636	.003	.526	.049	-.12	.02	.07	
WORSHPO5	633	1.96	2.08	2.07	2.15	.05	.01	.00	.00	1.14	1.13	1.12	1.14	19,409	89,565	238,169	.005	.010	.000	-.11	-.10	-.17	
OWNVIEW	629	2.61	2.72	2.71	2.73	.04	.01	.00	.00	.93	.87	.89	.89	665	636	631	.007	.014	.001	-.12	-.10	-.14	
OTHRVIEW	630	2.80	2.84	2.85	2.88	.04	.01	.00	.00	.91	.84	.86	.85	665	637	632	.271	.122	.027	-.05	-.07	-.09	
CHNGVIEW	634	2.86	2.90	2.89	2.92	.03	.01	.00	.00	.83	.81	.82	.82	19,446	89,738	238,690	.172	.282	.053	-.06	-.04	-.08	
INTERN04	632	.60	.59	.51	.52	.02	.00	.00	.00	.49	.49	.50	.50	19,231	641	635	.608	.000	.000	.02	.16	.15	
VOLNTR04	628	.53	.68	.60	.60	.02	.00	.00	.00	.50	.46	.49	.49	665	636	631	.000	.002	.002	-.32	-.12	-.13	
LRNCOM04	630	.21	.28	.26	.26	.02	.00	.00	.00	.41	.45	.44	.44	683	640	633	.000	.002	.001	-.17	-.11	-.13	
RESRCH04	631	.26	.27	.21	.19	.02	.00	.00	.00	.44	.44	.40	.39	19,249	638	633	.661	.002	.000	-.02	.14	.17	
FORLNG04	632	.65	.51	.45	.41	.02	.00	.00	.00	.48	.50	.50	.49	679	641	635	.000	.000	.000	.28	.39	.49	
STDABR04	629	.14	.21	.16	.15	.01	.00	.00	.00	.34	.40	.36	.36	688	638	631	.000	.095	.235	-.17	-.06	-.05	
INDSTD04	627	.13	.15	.16	.17	.01	.00	.00	.00	.34	.35	.36	.38	673	636	630	.220	.052	.002	-.05	-.07	-.11	
SNRX04	631	.20	.33	.30	.34	.02	.00	.00	.00	.40	.47	.46	.47	690	642	635	.000	.000	.000	-.28	-.22	-.28	
ENVSTU	631	5.40	5.60	5.52	5.59	.06	.01	.00	.00	1.43	1.31	1.34	1.32	667	638	633	.001	.033	.001	-.15	-.09	-.14	
ENVFAC	631	5.17	5.20	5.22	5.42	.06	.01	.00	.00	1.40	1.30	1.35	1.34	668	88,674	235,849	.625	.341	.000	-.02	-.04	-.19	
ENVADM	632	4.21	4.64	4.49	4.60	.07	.01	.01	.00	1.65	1.56	1.65	1.67	19,223	88,644	235,819	.000	.000	.000	-.27	-.16	-.23	
ACADPR01	629	4.38	4.54	4.28	4.23	.07	.01	.01	.00	1.76	1.80	1.78	1.75	19,088	88,122	234,493	.024	.184	.038	-.09	.05	.08	
WORKON01	626	1.73	2.04	1.89	1.83	.06	.01	.01	.00	1.41	1.68	1.69	1.60	687	638	629	.000	.005	.088	-.18	-.09	-.06	
WORKOF01	629	3.39	2.52	3.43	3.74	.11	.02	.01	.01	2.64	2.19	2.67	2.80	658	88,077	632	.000	.684	.001	.39	-.02	-.13	
COCURR01	629	2.04	2.48	2.15	2.11	.06	.01	.01	.00	1.49	1.62	1.55	1.57	679	88,161	234,587	.000	.070	.233	-.27	-.07	-.05	

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	N					Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f				
	UMBC					UMBC				UMBC				UMBC				UMBC			UMBC			UMBC				
	UMBC	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	UMBC	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH	NSSE 2009	Sci Tech Peers	Public R/H & R/VH
SOCIAL05	628	3.64	3.74	3.61	3.53	.06	.01	.01	.00	1.48	1.52	1.55	1.54	19,022	87,791	233,410	.093	.708	.072	-.07	.02	.07						
CAREDE01	627	1.94	1.56	2.15	2.47	.07	.01	.01	.00	1.84	1.47	2.09	2.34	653	637	631	.000	.005	.000	.26	-.10	-.23						
COMMUTE	629	2.36	2.33	2.46	2.39	.04	.01	.00	.00	.93	.84	1.01	1.07	663	87,920	632	.370	.022	.432	.04	-.09	-.03						
ENVSCHOL	627	3.38	3.21	3.12	3.13	.03	.01	.00	.00	.71	.74	.78	.78	18,916	87,310	232,269	.000	.000	.000	.24	.35	.33						
ENVSUPRT	625	2.85	2.93	2.85	2.94	.03	.01	.00	.00	.86	.83	.85	.85	665	87,063	231,572	.022	.920	.011	-.10	.00	-.10						
ENVDIVRS	627	2.76	2.53	2.50	2.55	.04	.01	.00	.00	1.03	.99	1.00	1.00	18,835	86,981	231,385	.000	.000	.000	.24	.27	.22						
ENVNACAD	624	1.85	1.96	1.90	2.00	.04	.01	.00	.00	.92	.88	.92	.95	663	87,103	231,707	.004	.172	.000	-.12	-.05	-.15						
ENVSOCAL	625	2.05	2.26	2.19	2.23	.04	.01	.00	.00	.90	.91	.92	.94	669	634	628	.000	.000	.000	-.23	-.15	-.19						
ENVEVENT	626	2.50	2.81	2.67	2.63	.04	.01	.00	.00	.93	.90	.94	.97	666	86,974	231,180	.000	.000	.001	-.34	-.18	-.13						
ENVCOMPT	625	3.44	3.54	3.48	3.47	.03	.01	.00	.00	.78	.68	.74	.74	657	632	627	.001	.136	.232	-.16	-.06	-.05						
GNGENLED	620	3.18	3.24	3.20	3.25	.03	.01	.00	.00	.86	.80	.81	.80	657	627	622	.079	.411	.030	-.08	-.04	-.09						
GNWORK	622	2.96	3.06	2.99	3.06	.04	.01	.00	.00	.96	.92	.94	.92	18,590	86,232	229,345	.008	.338	.004	-.11	-.04	-.12						
GNWRITE	618	2.93	3.03	3.04	3.11	.04	.01	.00	.00	.93	.86	.86	.85	654	625	620	.007	.002	.000	-.12	-.13	-.21						
GNSPEAK	619	2.69	2.88	2.91	2.99	.04	.01	.00	.00	.98	.92	.91	.90	656	626	621	.000	.000	.000	-.20	-.23	-.33						
GNANALY	617	3.27	3.42	3.34	3.36	.03	.01	.00	.00	.85	.73	.76	.75	647	623	618	.000	.057	.006	-.20	-.09	-.12						
GNQUANT	615	3.06	3.18	3.08	3.08	.04	.01	.00	.00	.95	.86	.88	.88	649	621	616	.001	.632	.605	-.14	-.02	-.02						
GNCMPTS	618	3.16	3.25	3.20	3.21	.04	.01	.00	.00	.93	.83	.86	.85	651	624	619	.014	.297	.213	-.11	-.05	-.05						
GNOTHERS	620	3.01	3.18	3.11	3.16	.04	.01	.00	.00	.91	.84	.87	.85	18,606	86,288	229,529	.000	.006	.000	-.20	-.11	-.18						
GNCITIZN	617	2.03	2.34	2.34	2.34	.04	.01	.00	.00	1.05	1.05	1.08	1.09	660	626	620	.000	.000	.000	-.30	-.29	-.29						
GNINQ	619	2.95	3.08	3.02	3.05	.04	.01	.00	.00	.95	.86	.89	.88	653	626	621	.001	.067	.009	-.15	-.08	-.11						
GNSSELF	616	2.62	2.81	2.75	2.82	.04	.01	.00	.00	1.06	.97	1.01	1.00	652	623	618	.000	.003	.000	-.18	-.13	-.20						
GNDIVERS	616	2.66	2.60	2.63	2.67	.04	.01	.00	.00	1.02	.96	.98	.99	654	85,324	226,765	.130	.457	.926	.07	.03	.00						
GNPROBSV	618	2.67	2.89	2.78	2.80	.04	.01	.00	.00	.99	.91	.95	.95	655	626	620	.000	.005	.001	-.24	-.12	-.14						
GNETHICS	616	2.46	2.67	2.61	2.72	.04	.01	.00	.00	1.07	1.01	1.03	1.03	653	624	618	.000	.000	.000	-.21	-.15	-.25						
GNCOMMUN	617	2.24	2.48	2.42	2.49	.04	.01	.00	.00	1.05	.99	1.01	1.02	18,428	85,328	226,856	.000	.000	.000	-.25	-.18	-.25						
GNSPIRIT	615	1.70	1.80	1.78	1.96	.04	.01	.00	.00	1.00	1.02	1.02	1.09	18,404	85,339	618	.018	.051	.000	-.10	-.08	-.24						
ADVISE	619	2.74	2.92	2.80	2.89	.04	.01	.00	.00	.99	.92	.95	.94	655	627	621	.000	.128	.000	-.20	-.06	-.16						
ENTIREXP	620	3.12	3.34	3.18	3.22	.03	.01	.00	.00	.79	.71	.74	.74	18,657	627	229,573	.000	.070	.002	-.30	-.08	-.12						
SAMECOLL	620	3.10	3.39	3.21	3.20	.03	.01	.00	.00	.87	.78	.84	.85	18,655	86,355	229,597	.000	.001	.006	-.36	-.13	-.11						

^a All statistics are weighted by gender, enrollment status, and institutional size.

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

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
of Student Engagement**

University of Maryland, Baltimore County

Frequency Distributions

August 2009



Interpreting the Frequency Distributions Report

Sample

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

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.

Benchmark

Items that comprise 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

Response Options

Response options listed just as they appear on the instrument.

Weighting

Weights adjusting for gender, enrollment status, and institutional size 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 counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* For more information about weighting, please visit the NSSE Web site at www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm.

Class

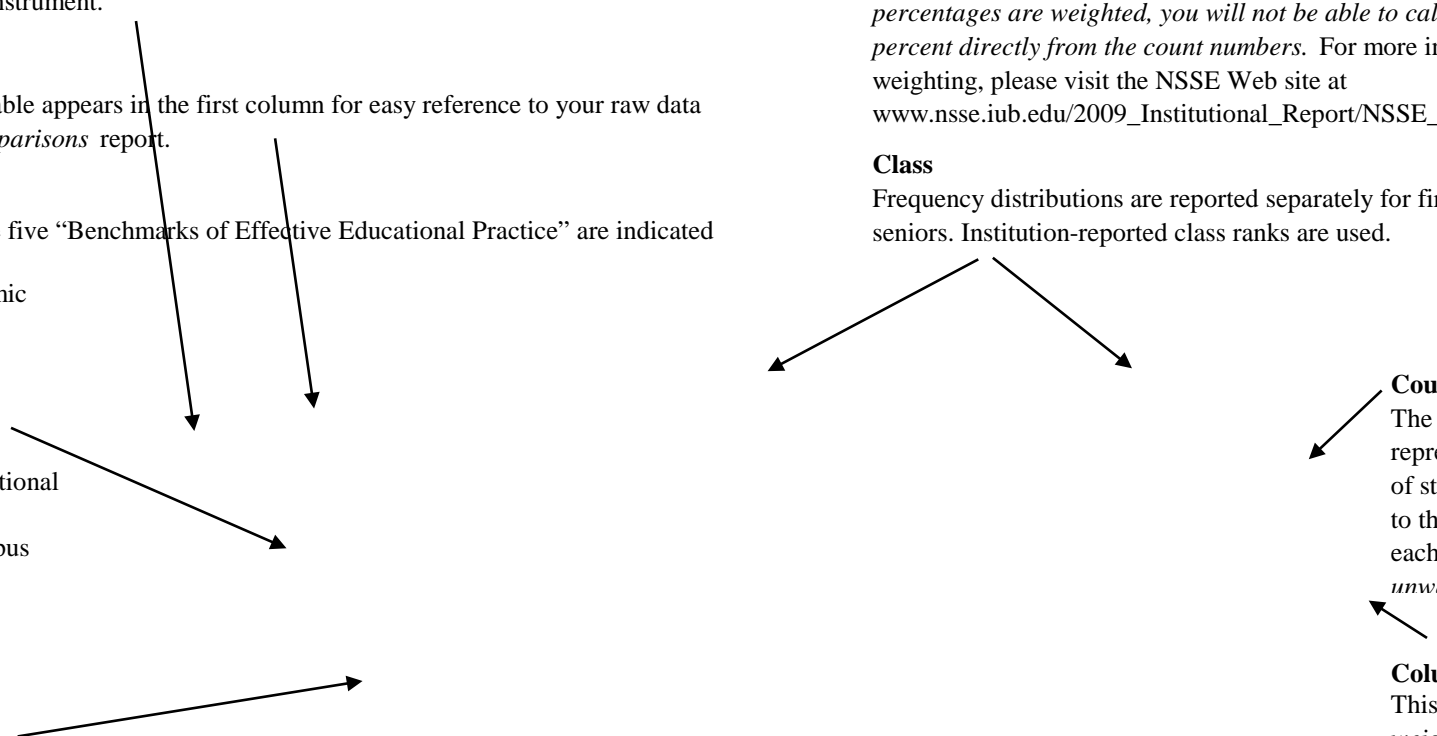
Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.

Count

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

Column Percentage (%)

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





**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
University of Maryland, Baltimore County**

			First-Year Students								Seniors								
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	18	4%	432	6%	1,527	5%	4,490	3%	29	4%	260	4%	1,160	3%	2,941	2%
			Sometimes	218	44%	3,740	46%	14,562	42%	54,332	36%	207	31%	2,822	35%	12,931	31%	40,682	26%
			Often	161	33%	2,771	31%	11,878	33%	56,381	35%	200	31%	2,675	33%	13,301	32%	54,502	32%
			Very often	96	19%	1,459	17%	7,030	20%	43,386	26%	229	34%	2,419	29%	14,079	33%	75,377	41%
			Total	493	100%	8,402	100%	34,997	100%	158,589	100%	665	100%	8,176	100%	41,471	100%	173,502	100%
1b.	Made a class presentation	CLPRESEN (ACL)	Never	139	28%	1,503	22%	6,170	19%	19,880	15%	60	9%	492	7%	2,727	7%	8,945	6%
			Sometimes	278	57%	4,998	57%	19,907	55%	83,716	52%	298	45%	3,459	44%	16,723	40%	56,095	34%
			Often	57	11%	1,548	16%	7,004	20%	41,560	25%	213	32%	2,792	33%	14,077	33%	64,395	36%
			Very often	17	3%	366	4%	1,945	6%	13,679	9%	97	14%	1,435	17%	8,055	19%	44,568	24%
			Total	491	100%	8,415	100%	35,026	100%	158,835	100%	668	100%	8,178	100%	41,582	100%	174,003	100%
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	105	21%	1,493	20%	5,295	16%	19,353	13%	173	27%	1,570	19%	7,659	18%	28,122	16%
			Sometimes	178	37%	2,877	35%	10,917	31%	48,510	30%	269	40%	3,435	42%	16,257	39%	66,019	38%
			Often	133	27%	2,644	31%	11,119	32%	51,524	33%	146	22%	2,080	25%	10,894	27%	46,367	27%
			Very often	78	15%	1,362	15%	7,547	21%	38,959	25%	77	11%	1,076	13%	6,662	17%	33,232	19%
			Total	494	100%	8,376	100%	34,878	100%	158,346	100%	665	100%	8,161	100%	41,472	100%	173,740	100%
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	25	5%	246	4%	833	3%	2,760	2%	20	3%	83	1%	564	1%	1,750	1%
			Sometimes	158	32%	2,094	28%	7,668	22%	29,862	20%	128	20%	1,255	16%	5,909	15%	19,889	13%
			Often	198	40%	3,786	43%	15,421	44%	70,329	44%	226	34%	3,283	40%	16,220	39%	64,561	38%
			Very often	114	23%	2,291	25%	11,128	31%	56,015	34%	290	43%	3,565	43%	18,914	45%	87,958	49%
			Total	495	100%	8,417	100%	35,050	100%	158,966	100%	664	100%	8,186	100%	41,607	100%	174,158	100%
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	38	8%	706	10%	2,267	8%	9,258	7%	88	14%	919	11%	3,790	10%	11,411	8%
			Sometimes	154	31%	2,877	34%	11,033	32%	48,855	31%	191	29%	2,958	35%	13,187	31%	51,000	30%
			Often	181	36%	3,215	37%	13,676	38%	62,236	38%	213	32%	2,582	32%	13,712	33%	60,254	34%
			Very often	121	24%	1,601	19%	8,012	23%	38,332	24%	173	25%	1,699	22%	10,849	26%	51,193	28%
			Total	494	100%	8,399	100%	34,988	100%	158,681	100%	665	100%	8,158	100%	41,538	100%	173,858	100%
1f.	Come to class without completing readings or assignments	CLUNPREP	Never	92	18%	1,688	19%	6,721	19%	38,431	23%	99	15%	1,116	13%	6,281	15%	34,930	19%
			Sometimes	291	59%	4,830	56%	20,543	58%	91,227	57%	400	60%	4,636	55%	23,467	56%	99,465	57%
			Often	80	16%	1,397	18%	5,529	17%	20,443	14%	110	17%	1,645	21%	8,036	20%	26,987	16%
			Very often	31	7%	500	7%	2,253	7%	8,739	6%	57	9%	787	11%	3,776	9%	12,584	8%
			Total	494	100%	8,415	100%	35,046	100%	158,840	100%	666	100%	8,184	100%	41,560	100%	173,966	100%
1g.	Worked with other students on projects during class	CLASSGRP (ACL)	Never	54	11%	1,064	14%	4,533	14%	19,135	12%	82	13%	1,046	14%	4,946	12%	19,050	11%
			Sometimes	219	44%	3,641	44%	15,459	44%	68,861	43%	298	44%	3,568	45%	17,696	42%	70,474	40%
			Often	162	33%	2,812	31%	11,321	32%	52,176	33%	206	31%	2,401	28%	12,476	30%	54,779	31%
			Very often	60	12%	901	10%	3,734	11%	18,700	12%	81	13%	1,164	14%	6,470	16%	29,759	17%
			Total	495	100%	8,418	100%	35,047	100%	158,872	100%	667	100%	8,179	100%	41,588	100%	174,062	100%

^a Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
University of Maryland, Baltimore County**

			First-Year Students								Seniors							
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
lh. Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never	59	12%	658	8%	4,174	13%	19,512	14%	45	7%	392	5%	2,946	7%	13,132	8%
		Sometimes	201	40%	3,313	39%	15,384	42%	65,959	41%	277	41%	2,301	29%	13,618	33%	56,470	33%
		Often	163	33%	3,067	36%	11,087	32%	51,481	31%	200	30%	2,795	34%	13,887	33%	60,292	34%
		Very often	74	15%	1,405	17%	4,506	13%	22,403	14%	146	22%	2,712	33%	11,236	27%	44,623	25%
		Total	497	100%	8,443	100%	35,151	100%	159,355	100%	668	100%	8,200	100%	41,687	100%	174,517	100%
li. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	37	8%	460	6%	2,023	6%	9,288	7%	19	3%	177	2%	1,258	3%	5,016	3%
		Sometimes	169	35%	3,299	42%	13,453	40%	58,850	39%	192	31%	2,100	27%	10,678	27%	43,864	26%
		Often	188	40%	3,093	38%	12,907	39%	59,259	39%	255	40%	3,430	44%	17,310	43%	72,227	43%
		Very often	77	16%	1,075	13%	4,833	14%	23,703	15%	175	27%	2,132	27%	10,916	27%	47,960	28%
		Total	471	100%	7,927	100%	33,216	100%	151,100	100%	641	100%	7,839	100%	40,162	100%	169,067	100%
lj. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	211	44%	3,539	44%	16,513	49%	78,659	52%	284	44%	3,080	39%	17,670	43%	74,279	44%
		Sometimes	151	32%	2,977	38%	11,451	34%	49,452	32%	212	33%	2,991	38%	14,289	36%	58,700	35%
		Often	71	15%	1,004	13%	3,786	12%	16,171	11%	84	13%	1,062	14%	4,918	13%	20,709	12%
		Very often	38	8%	421	5%	1,557	5%	7,333	5%	64	10%	724	9%	3,380	8%	15,895	9%
		Total	471	100%	7,941	100%	33,307	100%	151,615	100%	644	100%	7,857	100%	40,257	100%	169,583	100%
lk. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	336	72%	5,097	64%	21,407	65%	89,169	61%	424	67%	4,530	59%	23,102	58%	85,543	53%
		Sometimes	69	15%	1,919	24%	7,707	23%	40,295	25%	147	23%	2,201	27%	11,083	27%	52,186	30%
		Often	34	7%	618	8%	2,779	8%	14,862	9%	36	5%	699	9%	3,740	9%	19,547	11%
		Very often	30	6%	260	4%	1,217	4%	6,527	4%	32	5%	395	5%	2,162	5%	11,768	6%
		Total	469	100%	7,894	100%	33,110	100%	150,853	100%	639	100%	7,825	100%	40,087	100%	169,044	100%
li. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	43	9%	943	11%	4,406	13%	23,764	16%	44	7%	766	9%	4,039	10%	17,983	11%
		Sometimes	117	25%	2,515	32%	10,460	31%	46,713	31%	195	30%	2,232	28%	11,144	28%	46,210	27%
		Often	156	33%	2,328	29%	9,634	29%	42,592	28%	203	31%	2,206	29%	11,205	28%	46,388	27%
		Very often	154	33%	2,163	28%	8,827	27%	38,598	26%	203	32%	2,650	34%	13,900	35%	59,166	35%
		Total	470	100%	7,949	100%	33,327	100%	151,667	100%	645	100%	7,854	100%	40,288	100%	169,747	100%
lm. Used e-mail to communicate with an instructor	EMAIL	Never	10	2%	92	2%	378	2%	1,659	2%	4	1%	34	1%	195	1%	755	1%
		Sometimes	129	28%	1,802	25%	7,014	22%	28,399	21%	103	17%	991	13%	5,013	13%	18,918	13%
		Often	182	39%	2,961	37%	12,333	37%	54,962	36%	217	34%	2,435	32%	12,557	32%	50,615	31%
		Very often	149	30%	3,086	37%	13,578	39%	66,533	41%	321	49%	4,381	55%	22,486	54%	99,327	56%
		Total	470	100%	7,941	100%	33,303	100%	151,553	100%	645	100%	7,841	100%	40,251	100%	169,615	100%
ln. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	61	13%	740	10%	2,839	9%	10,146	7%	39	6%	407	6%	1,994	5%	6,557	4%
		Sometimes	204	44%	3,728	48%	14,475	44%	60,346	41%	250	39%	3,159	41%	15,142	38%	57,588	35%
		Often	135	29%	2,331	29%	10,293	30%	50,793	33%	196	30%	2,580	32%	13,302	33%	57,942	34%
		Very often	71	15%	1,135	14%	5,663	17%	30,184	19%	157	24%	1,710	21%	9,802	24%	47,481	27%
		Total	471	100%	7,934	100%	33,270	100%	151,469	100%	642	100%	7,856	100%	40,240	100%	169,568	100%

^a Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions ^a
University of Maryland, Baltimore County**

			First-Year Students								Seniors								
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	104	23%	1,707	22%	7,325	23%	31,955	23%	113	19%	1,287	17%	7,169	19%	25,981	17%
			Sometimes	217	46%	3,856	49%	15,611	46%	69,083	45%	273	42%	3,534	46%	17,484	43%	67,585	41%
			Often	103	22%	1,696	21%	7,283	22%	34,583	22%	148	23%	1,939	24%	9,810	24%	44,776	25%
			Very often	45	9%	678	8%	3,065	9%	15,869	10%	107	16%	1,091	13%	5,800	14%	31,228	17%
			Total	469	100%	7,937	100%	33,284	100%	151,490	100%	641	100%	7,851	100%	40,263	100%	169,570	100%
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	218	47%	3,605	45%	14,502	43%	59,631	40%	231	36%	2,510	32%	12,897	32%	46,817	29%
			Sometimes	159	33%	3,048	39%	12,747	38%	59,472	38%	256	40%	3,556	45%	17,609	43%	73,642	43%
			Often	65	14%	976	12%	4,354	13%	22,610	15%	98	15%	1,254	16%	6,535	16%	31,673	18%
			Very often	28	6%	310	4%	1,714	5%	9,971	7%	60	9%	546	7%	3,264	8%	17,610	10%
			Total	470	100%	7,939	100%	33,317	100%	151,684	100%	645	100%	7,866	100%	40,305	100%	169,742	100%
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	54	11%	636	9%	2,525	9%	9,083	7%	58	9%	423	6%	2,202	6%	6,555	5%
			Sometimes	194	42%	3,145	41%	12,390	38%	50,886	35%	247	39%	2,731	36%	13,487	35%	47,713	31%
			Often	156	34%	3,004	37%	12,934	39%	62,047	40%	240	38%	3,405	43%	17,242	42%	76,091	44%
			Very often	63	13%	987	12%	4,850	14%	27,108	17%	91	14%	1,214	15%	6,939	17%	37,652	21%
			Total	467	100%	7,772	100%	32,699	100%	149,124	100%	636	100%	7,773	100%	39,870	100%	168,011	100%
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	45	10%	682	9%	2,649	9%	9,559	7%	73	12%	598	8%	2,931	8%	9,595	6%
			Sometimes	192	41%	3,059	39%	12,379	37%	53,183	36%	225	36%	3,032	39%	14,732	37%	56,168	34%
			Often	152	32%	2,885	37%	12,465	38%	58,597	39%	222	34%	2,840	36%	14,855	37%	65,433	39%
			Very often	79	17%	1,145	15%	5,187	16%	27,778	18%	116	18%	1,299	16%	7,346	18%	36,878	21%
			Total	468	100%	7,771	100%	32,680	100%	149,117	100%	636	100%	7,769	100%	39,864	100%	168,074	100%
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	271	59%	4,776	62%	19,758	61%	81,583	57%	324	52%	3,608	48%	19,663	51%	75,371	48%
			Sometimes	130	27%	1,992	25%	8,475	25%	42,848	27%	195	30%	2,484	32%	12,092	30%	52,791	30%
			Often	47	10%	721	9%	3,156	10%	17,182	11%	77	12%	1,075	13%	5,088	12%	24,522	14%
			Very often	15	3%	266	3%	1,212	4%	7,135	5%	35	5%	591	7%	2,939	7%	15,061	8%
			Total	463	100%	7,755	100%	32,601	100%	148,748	100%	631	100%	7,758	100%	39,782	100%	167,745	100%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	30	7%	417	5%	1,865	6%	8,156	6%	35	6%	276	4%	1,526	4%	5,887	4%
			Sometimes	146	32%	2,779	35%	11,622	36%	51,322	35%	194	31%	2,502	32%	12,535	31%	50,138	30%
			Often	170	37%	2,899	38%	11,983	36%	54,617	36%	229	36%	3,000	38%	14,978	38%	63,406	38%
			Very often	119	25%	1,678	22%	7,223	22%	34,975	23%	177	27%	1,979	26%	10,809	27%	48,661	28%
			Total	465	100%	7,773	100%	32,693	100%	149,070	100%	635	100%	7,757	100%	39,848	100%	168,092	100%
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	30	7%	1,121	14%	4,471	14%	21,985	15%	38	6%	964	11%	4,472	11%	20,245	12%
			Sometimes	83	18%	2,755	34%	10,898	33%	48,712	32%	151	24%	2,707	33%	13,084	32%	56,365	33%
			Often	161	34%	2,136	28%	9,061	28%	40,735	27%	192	30%	2,118	28%	11,471	29%	46,871	28%
			Very often	194	41%	1,763	24%	8,294	25%	37,811	25%	257	40%	1,998	28%	10,895	28%	44,722	27%
			Total	468	100%	7,775	100%	32,724	100%	149,243	100%	638	100%	7,787	100%	39,922	100%	168,203	100%

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
University of Maryland, Baltimore County**

			First-Year Students								Seniors							
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009	
Item	Variable	Response Options	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 Sometimes Often Very often	43	9%	743	9%	3,143	10%	15,904	11%	46	8%	652	8%	3,451	9%	15,769	10%
			87	19%	2,625	33%	10,579	33%	48,250	32%	163	25%	2,537	32%	12,836	32%	55,614	33%
			143	30%	2,402	31%	9,931	30%	44,445	29%	191	30%	2,418	31%	12,220	30%	50,413	30%
			193	41%	2,014	26%	9,105	27%	40,761	27%	237	37%	2,173	29%	11,417	29%	46,466	28%
		Total	466	100%	7,784	100%	32,758	100%	149,360	100%	637	100%	7,780	100%	39,924	100%	168,262	100%
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE Very little Some Quite a bit Very much	25	5%	388	5%	1,465	4%	7,670	5%	46	7%	729	10%	3,227	8%	15,017	9%
			126	27%	1,983	26%	7,769	24%	37,810	25%	217	34%	2,415	31%	11,451	29%	50,560	30%
			185	40%	3,193	41%	13,657	42%	60,840	41%	220	35%	2,777	35%	14,714	37%	61,103	37%
			131	28%	2,175	28%	9,690	30%	41,857	28%	149	23%	1,807	24%	10,254	26%	40,608	25%
		Total	467	100%	7,739	100%	32,581	100%	148,177	100%	632	100%	7,728	100%	39,646	100%	167,288	100%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC) Very little Some Quite a bit Very much	8	2%	102	1%	568	2%	2,806	2%	15	2%	89	1%	546	1%	2,139	1%
			71	15%	1,230	15%	5,351	17%	25,163	18%	81	13%	991	12%	5,220	13%	21,093	13%
			209	45%	3,515	45%	14,606	45%	65,266	44%	256	40%	3,228	42%	16,472	41%	68,804	41%
			177	38%	2,863	38%	11,911	37%	54,500	36%	281	44%	3,400	45%	17,327	44%	74,882	44%
		Total	465	100%	7,710	100%	32,436	100%	147,735	100%	633	100%	7,708	100%	39,565	100%	166,918	100%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC) Very little Some Quite a bit Very much	20	4%	294	4%	1,291	4%	5,861	4%	26	5%	268	3%	1,479	4%	5,108	3%
			114	25%	1,955	25%	8,442	26%	37,566	26%	140	23%	1,697	21%	8,541	21%	33,238	21%
			190	40%	3,329	43%	13,689	42%	62,340	42%	234	37%	3,168	41%	15,992	40%	67,143	40%
			142	30%	2,121	28%	8,994	28%	41,739	28%	228	36%	2,565	34%	13,492	34%	61,260	36%
		Total	466	100%	7,699	100%	32,416	100%	147,506	100%	628	100%	7,698	100%	39,504	100%	166,749	100%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC) Very little Some Quite a bit Very much	29	6%	398	6%	1,618	5%	6,709	5%	49	8%	408	5%	2,118	5%	7,012	5%
			120	26%	2,169	28%	8,687	27%	36,761	25%	150	24%	1,897	24%	9,206	23%	34,989	22%
			192	41%	3,244	41%	13,646	42%	62,623	42%	234	37%	3,060	40%	15,499	39%	66,352	39%
			123	26%	1,897	25%	8,514	26%	41,690	28%	199	31%	2,343	31%	12,726	32%	58,570	34%
		Total	464	100%	7,708	100%	32,465	100%	147,783	100%	632	100%	7,708	100%	39,549	100%	166,923	100%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC) Very little Some Quite a bit Very much	18	4%	218	3%	1,124	4%	4,899	4%	29	5%	215	3%	1,147	3%	3,990	3%
			82	17%	1,477	19%	6,616	20%	30,228	21%	114	18%	1,254	16%	6,695	17%	25,276	16%
			194	42%	3,006	38%	12,745	39%	58,949	39%	214	34%	2,745	36%	14,147	36%	60,067	36%
			173	37%	3,028	40%	12,055	37%	53,983	36%	274	43%	3,520	45%	17,654	44%	77,942	45%
		Total	467	100%	7,729	100%	32,540	100%	148,059	100%	631	100%	7,734	100%	39,643	100%	167,275	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC) None 1-4 5-10 11-20 More than 20	1	0%	92	1%	415	1%	1,775	1%	13	2%	139	2%	723	2%	2,819	2%
			98	22%	1,549	20%	6,363	21%	28,110	21%	199	32%	2,224	28%	10,659	28%	41,996	27%
			217	47%	3,441	44%	13,720	42%	59,106	40%	232	37%	2,971	38%	14,815	37%	61,249	37%
			102	21%	1,814	24%	8,074	24%	38,219	24%	110	17%	1,463	20%	7,810	20%	35,106	20%
			48	10%	829	11%	3,929	12%	20,625	13%	81	12%	902	12%	5,553	14%	25,737	15%
		Total	466	100%	7,725	100%	32,501	100%	147,835	100%	635	100%	7,699	100%	39,560	100%	166,907	100%

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
University of Maryland, Baltimore County**

			First-Year Students								Seniors							
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009	
Variable	Response Options		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	102	23%	1,882	25%	8,083	26%	35,873	25%	111	18%	1,536	20%	8,196	21%	33,867	21%
		1-4	239	51%	4,158	55%	17,198	53%	78,304	52%	328	52%	4,084	53%	20,649	52%	88,070	53%
		5-10	85	18%	1,141	14%	4,917	15%	22,541	15%	116	18%	1,281	17%	6,708	17%	28,506	17%
		11-20	18	4%	320	4%	1,283	4%	6,015	4%	34	5%	441	6%	2,162	5%	8,869	5%
		More than 20	19	4%	214	3%	995	3%	5,026	3%	46	7%	361	5%	1,818	5%	7,556	5%
	Total		463	100%	7,715	100%	32,476	100%	147,759	100%	635	100%	7,703	100%	39,533	100%	166,868	100%
3c. Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	None	366	78%	6,464	85%	27,128	82%	120,010	80%	336	53%	3,882	52%	20,560	52%	80,994	50%
		1-4	83	18%	931	11%	3,787	13%	19,234	14%	238	37%	3,121	39%	15,418	38%	69,550	40%
		5-10	11	2%	188	2%	959	3%	4,872	4%	44	7%	488	6%	2,389	6%	10,997	7%
		11-20	3	1%	73	1%	329	1%	1,999	2%	14	2%	142	2%	686	2%	2,892	2%
		More than 20	3	1%	42	1%	232	1%	1,450	1%	2	0%	69	1%	487	1%	2,402	1%
Total		466	100%	7,698	100%	32,435	100%	147,565	100%	634	100%	7,702	100%	39,540	100%	166,835	100%	
3d. Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	None	117	26%	1,143	18%	4,188	15%	17,990	14%	96	16%	810	11%	4,125	11%	14,531	10%
		1-4	243	52%	4,273	55%	17,431	53%	78,054	53%	263	41%	3,517	46%	17,827	45%	71,907	44%
		5-10	88	19%	1,866	22%	8,621	25%	39,615	26%	187	29%	2,293	29%	11,982	30%	53,347	31%
		11-20	12	2%	324	4%	1,790	5%	9,564	6%	74	12%	809	10%	4,145	10%	19,559	11%
		More than 20	5	1%	87	1%	383	1%	2,234	2%	14	2%	272	3%	1,418	4%	7,293	4%
Total		465	100%	7,693	100%	32,413	100%	147,457	100%	634	100%	7,701	100%	39,497	100%	166,637	100%	
3e. Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	None	24	5%	209	3%	925	3%	3,668	3%	52	9%	399	5%	2,357	6%	9,355	6%
		1-4	194	42%	2,612	36%	10,535	33%	43,014	32%	239	38%	2,559	33%	13,343	34%	54,373	34%
		5-10	148	32%	2,659	34%	11,389	34%	51,470	34%	173	28%	2,294	30%	11,359	28%	47,048	28%
		11-20	58	12%	1,484	18%	6,472	19%	32,317	20%	91	14%	1,414	18%	7,127	18%	31,279	18%
		More than 20	41	9%	752	9%	3,158	10%	17,233	11%	78	12%	1,039	13%	5,382	13%	24,787	14%
Total		465	100%	7,716	100%	32,479	100%	147,702	100%	633	100%	7,705	100%	39,568	100%	166,842	100%	
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	48	11%	704	10%	3,671	11%	18,038	12%	136	21%	1,453	20%	8,242	20%	32,752	19%
		1-2	173	38%	2,850	37%	11,770	36%	52,774	36%	229	37%	2,462	32%	12,781	33%	53,375	32%
		3-4	138	30%	2,439	31%	10,322	32%	47,378	32%	155	25%	2,249	28%	10,643	27%	46,435	28%
		5-6	52	11%	859	11%	3,379	10%	15,198	10%	46	7%	659	8%	3,372	9%	15,374	9%
		More than 6	50	10%	849	11%	3,271	10%	13,884	10%	67	11%	862	11%	4,371	11%	18,128	11%
Total		461	100%	7,701	100%	32,413	100%	147,272	100%	633	100%	7,685	100%	39,409	100%	166,064	100%	
4b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	75	16%	1,005	15%	4,159	13%	19,418	13%	220	35%	2,526	35%	12,093	30%	46,269	28%
		1-2	160	35%	2,832	37%	12,139	37%	52,837	36%	222	35%	2,786	35%	14,276	36%	59,163	36%
		3-4	114	25%	2,011	24%	8,403	25%	39,176	26%	105	17%	1,357	17%	7,112	18%	32,992	20%
		5-6	47	10%	789	10%	3,451	10%	16,808	11%	31	5%	406	5%	2,586	7%	12,509	7%
		More than 6	66	14%	1,053	13%	4,254	14%	19,067	13%	53	8%	597	8%	3,290	9%	14,979	9%
Total		462	100%	7,690	100%	32,406	100%	147,306	100%	631	100%	7,672	100%	39,357	100%	165,912	100%	

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of Student Engagement**

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University of Maryland, Baltimore County**

			First-Year Students								Seniors							
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009	
Variable	Response Options		Count	%	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 challenged you to do your best work	EXAMS	1 Very little	4	1%	38	1%	158	1%	848	1%	7	1%	71	1%	415	1%	1,761	1%
		2	3	1%	50	1%	308	1%	1,565	1%	11	2%	136	2%	660	2%	2,596	2%
		3	17	4%	203	3%	958	3%	4,824	4%	29	5%	286	4%	1,490	4%	6,073	4%
		4	48	11%	637	8%	3,293	11%	17,026	12%	85	14%	857	11%	4,306	11%	18,305	11%
		5	123	26%	2,111	27%	9,601	30%	44,981	30%	173	27%	2,299	30%	11,637	29%	47,255	28%
		6	176	38%	3,074	40%	12,072	36%	52,049	34%	201	32%	2,728	35%	13,483	33%	56,563	33%
		7 Very much	93	20%	1,612	22%	6,108	19%	26,459	18%	129	20%	1,320	17%	7,539	19%	34,154	20%
	Total	464	100%	7,725	100%	32,498	100%	147,752	100%	635	100%	7,697	100%	39,530	100%	166,707	100%	
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	143	32%	1,813	24%	7,386	24%	31,002	24%	222	36%	2,142	27%	11,617	30%	46,341	30%
		Sometimes	213	46%	3,797	50%	15,442	47%	67,432	46%	265	42%	3,764	50%	18,186	46%	75,583	46%
		Often	69	15%	1,400	18%	6,058	18%	29,987	19%	84	13%	1,139	15%	5,850	15%	26,398	15%
		Very often	35	7%	644	8%	3,267	10%	17,694	11%	63	9%	579	8%	3,538	9%	17,080	10%
	Total	460	100%	7,654	100%	32,153	100%	146,115	100%	634	100%	7,624	100%	39,191	100%	165,402	100%	
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	85	18%	521	6%	2,967	10%	16,480	13%	58	10%	567	7%	4,310	12%	20,904	13%
		Sometimes	118	26%	2,050	27%	8,787	27%	39,604	27%	203	32%	2,228	29%	12,143	31%	51,856	32%
		Often	100	22%	2,197	29%	9,058	28%	37,484	26%	172	27%	2,045	27%	9,908	25%	39,992	24%
		Very often	158	34%	2,882	37%	11,328	35%	52,465	34%	200	31%	2,779	36%	12,817	32%	52,574	31%
	Total	461	100%	7,650	100%	32,140	100%	146,033	100%	633	100%	7,619	100%	39,178	100%	165,326	100%	
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	223	48%	3,069	39%	13,885	43%	58,028	41%	316	51%	3,102	41%	16,071	42%	60,781	39%
		Sometimes	110	24%	2,056	26%	8,610	27%	39,519	27%	119	19%	2,132	27%	10,966	27%	46,429	28%
		Often	64	15%	1,107	15%	4,449	14%	22,072	15%	91	14%	1,000	13%	5,204	13%	24,447	14%
		Very often	61	13%	1,414	19%	5,140	16%	26,205	17%	106	16%	1,382	18%	6,889	18%	33,481	20%
	Total	458	100%	7,646	100%	32,084	100%	145,824	100%	632	100%	7,616	100%	39,130	100%	165,138	100%	
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	46	10%	694	9%	3,043	10%	13,195	10%	73	12%	570	7%	3,067	8%	11,731	8%
		Sometimes	161	35%	3,029	40%	12,426	39%	54,076	37%	219	34%	2,721	35%	13,698	35%	55,233	34%
		Often	175	39%	2,666	35%	11,067	34%	51,337	35%	213	34%	2,786	37%	14,216	36%	61,156	37%
		Very often	76	17%	1,241	17%	5,534	18%	27,121	19%	124	20%	1,533	21%	8,130	21%	36,970	22%
	Total	458	100%	7,630	100%	32,070	100%	145,729	100%	629	100%	7,610	100%	39,111	100%	165,090	100%	
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	19	4%	420	6%	1,774	6%	7,500	6%	47	8%	374	4%	1,800	5%	6,986	5%
		Sometimes	137	30%	2,682	35%	10,751	33%	46,531	32%	185	29%	2,436	32%	12,048	31%	47,980	29%
		Often	193	42%	3,002	39%	12,501	39%	57,362	39%	235	37%	2,996	39%	15,392	39%	66,183	40%
		Very often	110	24%	1,549	21%	7,087	22%	34,485	24%	163	25%	1,795	24%	9,881	26%	44,043	26%
	Total	459	100%	7,653	100%	32,113	100%	145,878	100%	630	100%	7,601	100%	39,121	100%	165,192	100%	
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	16	3%	248	3%	1,108	4%	4,913	4%	25	4%	228	3%	1,169	3%	4,434	3%
		Sometimes	135	30%	2,475	32%	10,277	32%	43,654	31%	182	30%	2,325	30%	12,024	31%	47,189	29%
		Often	183	39%	3,211	42%	12,956	40%	58,943	40%	274	42%	3,162	41%	15,887	40%	67,723	41%
		Very often	127	27%	1,731	23%	7,838	25%	38,658	26%	153	24%	1,914	26%	10,151	26%	46,185	27%
	Total	461	100%	7,665	100%	32,179	100%	146,168	100%	634	100%	7,629	100%	39,231	100%	165,531	100%	

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
University of Maryland, Baltimore County**

			First-Year Students								Seniors								
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	41	9%	766	10%	3,749	12%	18,062	13%	45	7%	450	6%	3,039	8%	12,301	8%
			Do not plan to do	14	3%	256	3%	1,114	4%	5,859	5%	86	14%	1,095	15%	5,916	16%	24,466	15%
			Plan to do	337	74%	6,098	81%	24,823	77%	109,213	74%	117	19%	1,467	20%	9,084	25%	35,871	24%
			Done	64	14%	444	6%	2,047	7%	11,000	7%	384	60%	4,541	59%	20,828	51%	91,384	52%
			Total	456	100%	7,564	100%	31,733	100%	144,134	100%	632	100%	7,553	100%	38,867	100%	164,022	100%
7b.	Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	77	18%	837	10%	3,719	13%	17,268	13%	57	10%	547	7%	3,488	10%	14,590	10%
			Do not plan to do	37	9%	394	5%	1,756	6%	7,962	7%	153	26%	1,017	13%	5,901	16%	22,921	15%
			Plan to do	189	41%	3,034	39%	13,214	41%	58,302	41%	74	11%	821	11%	5,587	15%	23,887	15%
			Done	151	32%	3,272	45%	12,913	40%	60,167	39%	344	53%	5,135	68%	23,731	60%	102,023	60%
			Total	454	100%	7,537	100%	31,602	100%	143,699	100%	628	100%	7,520	100%	38,707	100%	163,421	100%
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	149	33%	2,076	26%	9,364	29%	48,058	32%	76	12%	738	9%	4,966	13%	23,781	15%
			Do not plan to do	108	24%	2,243	30%	8,945	28%	34,451	25%	379	61%	4,276	56%	20,517	52%	80,260	50%
			Plan to do	102	23%	1,417	18%	6,801	22%	36,504	26%	37	6%	401	6%	2,978	8%	13,887	9%
			Done	91	20%	1,801	26%	6,465	21%	24,379	18%	138	21%	2,116	28%	10,201	26%	45,058	26%
			Total	450	100%	7,537	100%	31,575	100%	143,392	100%	630	100%	7,531	100%	38,662	100%	162,986	100%
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	144	31%	2,826	37%	12,026	37%	55,969	38%	93	15%	933	12%	6,119	16%	27,488	17%
			Do not plan to do	74	17%	1,443	19%	6,939	22%	33,011	23%	277	44%	3,683	49%	19,146	49%	83,334	50%
			Plan to do	213	47%	2,893	38%	11,211	35%	47,755	33%	90	14%	903	12%	5,298	15%	19,926	13%
			Done	25	5%	398	6%	1,493	5%	7,149	5%	171	26%	2,037	27%	8,253	21%	32,973	19%
			Total	456	100%	7,560	100%	31,669	100%	143,884	100%	631	100%	7,556	100%	38,816	100%	163,721	100%
7e.	Foreign language coursework	FORLNG04 (EEE)	Have not decided	56	12%	1,290	17%	5,496	17%	26,582	19%	15	2%	389	5%	2,733	7%	14,139	9%
			Do not plan to do	102	23%	2,198	29%	8,316	27%	36,906	26%	147	23%	3,083	38%	15,180	39%	66,736	41%
			Plan to do	171	38%	2,127	29%	9,863	32%	47,318	34%	59	10%	439	6%	3,125	9%	14,214	9%
			Done	126	27%	1,948	25%	8,034	24%	33,275	21%	411	65%	3,652	51%	17,822	45%	68,824	41%
			Total	455	100%	7,563	100%	31,709	100%	144,081	100%	632	100%	7,563	100%	38,860	100%	163,913	100%
7f.	Study abroad	STDABR04 (EEE)	Have not decided	138	31%	2,097	27%	8,862	28%	40,595	29%	76	12%	692	9%	4,724	13%	20,806	14%
			Do not plan to do	124	28%	1,601	20%	7,079	24%	35,288	26%	420	67%	4,806	62%	24,069	62%	101,112	62%
			Plan to do	178	38%	3,707	51%	15,013	46%	63,993	42%	42	7%	568	8%	3,446	10%	13,253	9%
			Done	13	3%	150	2%	699	2%	3,855	3%	90	14%	1,475	21%	6,479	16%	28,162	15%
			Total	453	100%	7,555	100%	31,653	100%	143,731	100%	628	100%	7,541	100%	38,718	100%	163,333	100%
7g.	Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	129	28%	2,412	32%	10,215	32%	48,945	34%	61	10%	669	9%	4,428	12%	20,393	13%
			Do not plan to do	247	55%	4,086	55%	16,229	50%	65,230	45%	436	70%	5,259	70%	24,840	63%	97,599	60%
			Plan to do	63	14%	861	11%	4,348	15%	24,385	17%	44	7%	455	6%	3,119	9%	14,444	10%
			Done	15	3%	172	2%	801	3%	4,972	4%	85	13%	1,142	15%	6,290	16%	30,717	17%
			Total	454	100%	7,531	100%	31,593	100%	143,532	100%	626	100%	7,525	100%	38,677	100%	163,153	100%

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**National Survey
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University of Maryland, Baltimore County**

			First-Year Students								Seniors							
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009	
Variable	Response Options		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	189	42%	3,167	43%	12,741	39%	52,987	38%	78	13%	612	8%	3,955	11%	16,851	11%
		Do not plan to do	71	15%	873	12%	3,755	13%	15,339	12%	269	43%	2,153	32%	10,997	28%	36,853	24%
		Plan to do	184	40%	3,403	43%	14,703	46%	73,001	48%	155	25%	2,062	27%	11,327	30%	49,836	31%
		Done	10	2%	110	2%	516	2%	2,755	2%	129	20%	2,738	33%	12,594	30%	60,414	34%
	Total		454	100%	7,553	100%	31,715	100%	144,082	100%	631	100%	7,565	100%	38,873	100%	163,954	100%
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	5	1%	58	1%	333	1%	1,534	1%	9	1%	66	1%	351	1%	1,407	1%
		2	16	4%	147	2%	752	2%	3,375	3%	19	3%	168	2%	950	2%	3,324	2%
		3	13	3%	325	4%	1,562	5%	7,033	5%	40	7%	314	4%	1,782	5%	6,459	4%
		4	53	12%	836	11%	3,976	13%	17,188	13%	81	13%	770	10%	4,384	12%	17,100	11%
		5	91	20%	1,664	22%	7,141	22%	30,184	22%	122	20%	1,530	20%	8,376	22%	33,371	21%
		6	165	36%	2,627	35%	10,171	31%	45,427	31%	201	31%	2,665	35%	12,706	32%	52,726	32%
		7 Friendly, Supportive, Sense of belonging	112	24%	1,894	26%	7,732	24%	39,110	26%	159	25%	2,042	27%	10,250	26%	49,407	29%
		Total		455	100%	7,551	100%	31,667	100%	143,851	100%	631	100%	7,555	100%	38,799	100%	163,794
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	7	2%	50	1%	263	1%	1,172	1%	9	1%	79	1%	453	1%	1,541	1%
		2	16	4%	193	3%	851	3%	3,061	3%	22	4%	224	3%	1,198	3%	3,576	3%
		3	33	8%	499	7%	2,282	8%	7,959	6%	42	7%	448	6%	2,304	6%	7,233	5%
		4	63	14%	1,526	20%	6,352	20%	22,854	17%	103	16%	1,097	15%	5,829	15%	19,420	13%
		5	146	32%	2,345	31%	9,567	29%	39,047	27%	151	24%	2,151	29%	10,537	27%	37,852	24%
		6	137	30%	2,096	27%	8,626	27%	43,887	29%	200	31%	2,386	31%	11,876	30%	53,786	32%
		7 Available, Helpful, Sympathetic	53	12%	847	11%	3,733	12%	25,886	17%	104	16%	1,167	15%	6,605	17%	40,372	23%
		Total		455	100%	7,556	100%	31,674	100%	143,866	100%	631	100%	7,552	100%	38,802	100%	163,780
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	18	4%	152	2%	883	3%	3,863	3%	44	7%	312	4%	1,978	5%	7,774	5%
		2	21	4%	344	5%	1,869	6%	7,401	6%	62	10%	582	7%	3,294	9%	11,959	8%
		3	42	9%	730	10%	3,481	11%	13,754	10%	89	14%	806	10%	4,607	12%	17,330	11%
		4	108	24%	1,903	25%	8,091	26%	32,336	23%	151	24%	1,624	22%	8,491	22%	33,499	21%
		5	111	25%	1,966	25%	7,855	24%	34,872	23%	135	21%	1,783	24%	8,685	22%	36,136	22%
		6	99	22%	1,651	22%	6,171	19%	31,585	21%	96	15%	1,583	21%	7,373	19%	33,044	20%
		7 Helpful, Considerate, Flexible	55	12%	801	10%	3,303	11%	19,951	13%	55	9%	859	11%	4,355	11%	24,019	14%
		Total		454	100%	7,547	100%	31,653	100%	143,762	100%	632	100%	7,549	100%	38,783	100%	163,761

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University of Maryland, Baltimore County**

			First-Year Students								Seniors							
			Public R/H &				Public R/H &											
			UMBC		Sci Tech Peers		R/VH		NSSE 2009		UMBC		Sci Tech Peers		R/VH		NSSE 2009	
Variable	Response Options		Count	%	Count	%	Count	%	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%	17	0%	119	0%	639	1%	2	0%	23	0%	137	0%	610	0%
		1-5 hrs/wk	40	9%	633	8%	3,595	12%	19,206	15%	80	13%	864	12%	5,762	16%	24,723	16%
		6-10 hrs/wk	117	27%	1,483	19%	7,254	23%	33,853	24%	145	23%	1,662	22%	9,202	24%	39,232	25%
		11-15 hrs/wk	94	21%	1,752	23%	7,208	23%	32,093	22%	132	21%	1,462	20%	7,808	20%	33,112	20%
		16-20 hrs/wk	87	19%	1,580	21%	6,118	19%	26,356	18%	109	17%	1,421	18%	6,657	17%	27,579	16%
		21-25 hrs/wk	52	11%	1,022	14%	3,646	11%	15,704	10%	65	10%	856	11%	3,869	10%	16,379	10%
		26-30 hrs/wk	29	6%	539	7%	1,876	6%	8,049	5%	44	6%	520	7%	2,230	6%	9,664	6%
		30+ hrs/wk	33	7%	484	8%	1,658	6%	7,011	5%	51	8%	703	10%	2,927	8%	11,632	7%
	Total	452	100%	7,510	100%	31,474	100%	142,911	100%	628	100%	7,511	100%	38,592	100%	162,931	100%	
9b. Working for pay on campus	WORKON01	0 hrs/wk	374	83%	6,211	83%	25,912	83%	110,848	80%	450	73%	4,919	66%	27,662	73%	114,636	73%
		1-5 hrs/wk	26	5%	239	3%	861	3%	6,805	4%	39	6%	383	5%	1,339	3%	8,383	4%
		6-10 hrs/wk	15	3%	484	6%	1,825	5%	12,313	7%	49	8%	744	9%	2,789	6%	14,754	7%
		11-15 hrs/wk	21	5%	317	5%	1,455	5%	6,878	5%	44	7%	612	8%	2,547	6%	10,260	6%
		16-20 hrs/wk	10	2%	186	2%	939	3%	3,958	3%	29	5%	532	7%	2,362	6%	8,841	6%
		21-25 hrs/wk	4	1%	37	1%	241	1%	904	1%	8	1%	149	2%	748	2%	2,342	1%
		26-30 hrs/wk	1	0%	13	0%	88	0%	366	0%	1	0%	60	1%	364	1%	1,025	1%
		30+ hrs/wk	1	0%	19	0%	128	1%	774	1%	6	1%	110	1%	737	2%	2,510	2%
	Total	452	100%	7,506	100%	31,449	100%	142,846	100%	626	100%	7,509	100%	38,548	100%	162,751	100%	
9c. Working for pay off campus	WORKOF01	0 hrs/wk	331	73%	6,058	83%	22,987	71%	98,549	66%	286	45%	4,303	59%	17,803	45%	70,369	42%
		1-5 hrs/wk	25	5%	346	4%	1,481	5%	6,918	5%	42	7%	443	6%	2,036	5%	8,352	5%
		6-10 hrs/wk	32	7%	283	3%	1,497	5%	6,931	5%	39	6%	494	6%	2,518	6%	10,548	6%
		11-15 hrs/wk	25	6%	280	3%	1,515	5%	6,860	5%	44	7%	592	8%	2,885	7%	10,991	7%
		16-20 hrs/wk	18	4%	242	3%	1,621	6%	7,459	6%	78	12%	617	8%	3,690	10%	14,364	9%
		21-25 hrs/wk	6	1%	110	1%	993	3%	5,092	4%	33	5%	409	5%	2,898	8%	11,236	7%
		26-30 hrs/wk	3	1%	59	1%	511	2%	2,928	2%	28	4%	209	3%	1,798	5%	7,502	5%
		30+ hrs/wk	12	3%	114	1%	825	3%	7,996	7%	78	14%	441	5%	4,926	14%	29,453	19%
	Total	452	100%	7,492	100%	31,430	100%	142,733	100%	628	100%	7,508	100%	38,554	100%	162,815	100%	
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	146	33%	2,047	25%	10,895	36%	52,909	40%	315	51%	2,407	31%	16,772	46%	74,115	48%
		1-5 hrs/wk	165	35%	2,790	37%	10,070	31%	43,218	29%	147	23%	2,463	32%	10,947	27%	43,758	26%
		6-10 hrs/wk	68	15%	1,292	17%	4,837	15%	19,799	13%	77	12%	1,252	17%	4,879	12%	19,162	11%
		11-15 hrs/wk	30	7%	617	9%	2,580	8%	11,456	8%	43	7%	594	8%	2,554	6%	10,315	6%
		16-20 hrs/wk	23	5%	384	6%	1,481	5%	7,355	5%	21	3%	363	5%	1,495	4%	6,651	4%
		21-25 hrs/wk	7	2%	159	2%	733	2%	3,616	2%	9	1%	185	2%	831	2%	3,650	2%
		26-30 hrs/wk	2	0%	87	1%	335	1%	1,702	1%	5	1%	76	1%	394	1%	1,779	1%
		30+ hrs/wk	12	3%	135	2%	544	2%	2,890	2%	11	2%	177	3%	722	2%	3,564	2%
	Total	453	100%	7,511	100%	31,475	100%	142,945	100%	628	100%	7,517	100%	38,594	100%	162,994	100%	

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			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	5	1%	48	1%	229	1%	1,478	1%	5	1%	66	1%	445	1%	2,029	1%
		1-5 hrs/wk	93	19%	1,358	18%	5,961	19%	30,813	22%	139	22%	1,537	19%	9,259	25%	44,124	27%
		6-10 hrs/wk	120	26%	2,274	31%	8,963	28%	40,632	28%	199	32%	2,354	32%	11,650	30%	49,512	30%
		11-15 hrs/wk	97	22%	1,729	23%	7,165	23%	30,536	21%	141	23%	1,710	23%	8,038	20%	31,577	19%
		16-20 hrs/wk	67	16%	1,068	14%	4,515	14%	18,949	14%	79	13%	967	13%	4,680	12%	18,228	11%
		21-25 hrs/wk	27	6%	439	6%	1,988	7%	8,612	6%	26	4%	407	6%	2,025	5%	7,669	5%
		26-30 hrs/wk	11	3%	208	3%	881	3%	3,974	3%	17	3%	156	2%	844	2%	3,334	2%
		30+ hrs/wk	30	7%	352	5%	1,608	6%	7,057	5%	21	3%	293	4%	1,487	4%	5,704	4%
	Total		450	100%	7,476	100%	31,310	100%	142,051	100%	627	100%	7,490	100%	38,428	100%	162,177	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	331	73%	6,358	87%	24,568	76%	102,025	69%	409	66%	5,804	80%	25,520	65%	97,400	58%
		1-5 hrs/wk	68	15%	603	7%	3,414	12%	17,855	13%	95	15%	679	9%	4,481	12%	19,859	13%
		6-10 hrs/wk	19	4%	186	2%	1,336	5%	7,511	6%	46	7%	345	4%	2,284	6%	10,674	7%
		11-15 hrs/wk	9	2%	127	2%	769	3%	4,342	3%	25	4%	166	2%	1,291	4%	6,439	4%
		16-20 hrs/wk	10	2%	66	1%	393	1%	2,519	2%	7	1%	108	1%	982	3%	4,978	3%
		21-25 hrs/wk	4	1%	25	0%	189	1%	1,254	1%	3	0%	51	1%	520	1%	2,735	2%
		26-30 hrs/wk	3	1%	13	0%	96	0%	791	1%	4	1%	35	0%	357	1%	2,105	1%
		30+ hrs/wk	6	1%	85	1%	493	2%	5,531	4%	37	6%	287	3%	2,931	8%	17,842	11%
	Total		450	100%	7,463	100%	31,258	100%	141,828	100%	626	100%	7,475	100%	38,366	100%	162,032	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	77	17%	604	7%	2,469	8%	23,884	14%	47	7%	346	4%	1,726	4%	18,944	9%
		1-5 hrs/wk	307	68%	5,342	71%	21,122	65%	87,690	61%	399	64%	5,318	70%	25,464	64%	101,236	62%
		6-10 hrs/wk	44	9%	1,062	15%	5,130	17%	18,567	15%	125	20%	1,355	19%	7,825	22%	27,939	19%
		11-15 hrs/wk	8	2%	276	4%	1,478	5%	6,364	5%	39	6%	315	4%	2,069	6%	8,245	6%
		16-20 hrs/wk	8	2%	117	2%	628	2%	2,887	2%	10	2%	83	1%	680	2%	2,841	2%
		21-25 hrs/wk	1	0%	35	0%	207	1%	1,040	1%	3	0%	30	0%	240	1%	1,098	1%
		26-30 hrs/wk	2	0%	15	0%	81	0%	485	0%	1	0%	15	0%	128	0%	550	0%
		30+ hrs/wk	4	1%	33	0%	234	1%	1,339	1%	4	1%	35	0%	351	1%	1,609	1%
	Total		451	100%	7,484	100%	31,349	100%	142,256	100%	628	100%	7,497	100%	38,483	100%	162,462	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	4	1%	83	1%	496	2%	2,436	2%	6	1%	113	2%	857	2%	3,462	2%
		Some	45	11%	921	12%	4,838	17%	22,301	17%	63	10%	1,106	15%	6,772	18%	26,519	17%
		Quite a bit	160	36%	3,329	45%	14,242	46%	64,959	46%	235	38%	3,379	45%	17,443	45%	72,571	45%
		Very much	242	53%	3,084	42%	11,534	36%	51,363	35%	322	51%	2,847	38%	13,177	34%	58,954	35%
	Total		451	100%	7,417	100%	31,110	100%	141,059	100%	626	100%	7,445	100%	38,249	100%	161,506	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	13	3%	144	2%	827	3%	3,487	3%	34	6%	341	5%	2,156	6%	7,011	5%
		Some	71	16%	1,199	16%	6,124	20%	24,974	20%	173	28%	1,767	24%	10,160	27%	35,167	24%
		Quite a bit	166	37%	3,290	45%	13,974	45%	61,376	44%	259	41%	3,336	45%	16,622	43%	69,632	43%
		Very much	200	44%	2,764	37%	10,088	31%	50,777	33%	158	25%	1,976	27%	9,189	24%	49,181	28%
	Total		450	100%	7,397	100%	31,013	100%	140,614	100%	624	100%	7,420	100%	38,127	100%	160,991	100%

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University of Maryland, Baltimore County**

			First-Year Students								Seniors							
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009	
Item	Variable	Response Options	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	23	5%	681	9%	3,334	12%	15,026	12%	80	13%	1,337	17%	6,819	18%	25,677	17%
		Some	86	20%	2,155	28%	9,345	30%	40,733	29%	173	28%	2,564	33%	12,994	33%	52,196	32%
		Quite a bit	139	31%	2,530	34%	10,434	33%	47,756	34%	177	28%	2,171	30%	11,102	29%	48,620	30%
		Very much	201	44%	2,018	29%	7,863	25%	36,970	25%	196	31%	1,343	20%	7,196	19%	34,444	21%
		Total		449	100%	7,384	100%	30,976	100%	140,485	100%	626	100%	7,415	100%	38,111	100%	160,937
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	108	24%	1,656	21%	7,860	26%	30,990	24%	267	43%	2,691	34%	15,259	40%	55,005	36%
		Some	183	41%	3,068	41%	12,309	38%	52,816	37%	225	36%	3,053	42%	14,170	37%	59,269	36%
		Quite a bit	104	23%	1,889	26%	7,598	25%	38,197	26%	86	14%	1,218	17%	6,126	16%	31,589	18%
		Very much	54	12%	785	11%	3,293	11%	18,707	13%	45	7%	463	7%	2,596	7%	15,290	9%
		Total		449	100%	7,398	100%	31,060	100%	140,710	100%	623	100%	7,425	100%	38,151	100%	161,153
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	80	18%	988	13%	4,680	16%	19,988	16%	183	30%	1,690	22%	9,560	26%	36,881	24%
		Some	164	37%	2,637	35%	11,173	36%	48,151	35%	271	43%	3,034	41%	15,214	40%	61,676	39%
		Quite a bit	140	32%	2,624	36%	10,431	33%	48,310	33%	121	19%	1,973	27%	9,657	25%	43,315	26%
		Very much	62	13%	1,133	17%	4,664	15%	23,771	16%	49	8%	707	10%	3,601	10%	18,709	11%
		Total		446	100%	7,382	100%	30,948	100%	140,220	100%	624	100%	7,404	100%	38,032	100%	160,581
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	47	10%	394	5%	1,944	7%	11,408	10%	94	16%	640	8%	4,378	12%	21,567	14%
		Some	148	33%	1,681	22%	7,573	25%	32,036	24%	208	34%	2,158	28%	11,513	30%	45,905	30%
		Quite a bit	157	35%	3,016	40%	12,433	40%	54,189	38%	226	36%	2,922	39%	14,053	36%	57,250	35%
		Very much	100	22%	2,303	33%	9,070	28%	43,008	29%	97	15%	1,693	25%	8,152	21%	36,035	21%
		Total		452	100%	7,394	100%	31,020	100%	140,641	100%	625	100%	7,413	100%	38,096	100%	160,757
10g. Using computers in academic work	ENVCOMPT	Very little	15	3%	117	2%	552	2%	3,029	2%	16	2%	88	1%	632	2%	2,933	2%
		Some	65	15%	802	11%	3,735	12%	18,158	13%	66	11%	520	7%	3,387	9%	14,707	9%
		Quite a bit	135	30%	2,453	34%	10,404	34%	48,530	34%	173	28%	2,020	27%	10,794	28%	45,621	28%
		Very much	235	52%	4,036	54%	16,385	53%	71,191	51%	369	59%	4,804	64%	23,383	61%	98,083	60%
		Total		450	100%	7,408	100%	31,076	100%	140,908	100%	624	100%	7,432	100%	38,196	100%	161,344
11a. Acquiring a broad general education	GNGENLED	Very little	9	2%	157	2%	666	3%	3,284	3%	20	4%	225	3%	1,105	3%	4,182	3%
		Some	72	17%	1,095	14%	4,736	16%	20,726	16%	118	19%	1,204	15%	6,018	16%	21,390	14%
		Quite a bit	199	45%	3,291	44%	13,729	45%	59,522	43%	206	33%	2,844	38%	14,816	39%	58,867	38%
		Very much	164	36%	2,756	40%	11,474	36%	55,202	38%	275	44%	3,065	44%	15,832	42%	74,933	45%
		Total		444	100%	7,299	100%	30,605	100%	138,734	100%	619	100%	7,338	100%	37,771	100%	159,372
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	37	8%	471	7%	2,656	9%	10,953	9%	51	8%	412	6%	2,672	7%	9,221	6%
		Some	134	30%	1,959	27%	8,870	29%	36,855	27%	140	23%	1,484	21%	8,410	22%	31,241	20%
		Quite a bit	170	38%	2,764	37%	11,301	37%	51,648	37%	206	33%	2,587	34%	13,000	34%	54,396	34%
		Very much	104	23%	2,106	30%	7,757	25%	39,226	27%	224	36%	2,848	39%	13,697	36%	64,709	39%
		Total		445	100%	7,300	100%	30,584	100%	138,682	100%	621	100%	7,331	100%	37,779	100%	159,567

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Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	38	9%	424	6%	1,643	6%	5,678	5%	48	8%	390	5%	1,715	5%	5,814	4%
		Some	120	27%	1,938	27%	7,247	24%	28,367	21%	146	24%	1,672	22%	8,186	22%	29,394	19%
		Quite a bit	168	38%	2,990	40%	12,648	41%	57,744	41%	219	36%	2,905	39%	14,880	39%	60,890	38%
		Very much	117	26%	1,948	27%	9,074	29%	47,099	33%	204	32%	2,372	34%	13,039	35%	63,625	38%
		Total		443	100%	7,300	100%	30,612	100%	138,888	100%	617	100%	7,339	100%	37,820	100%	159,723
11d. Speaking clearly and effectively	GNSPEAK	Very little	67	16%	755	11%	3,015	10%	10,364	8%	78	13%	569	8%	2,665	7%	8,674	6%
		Some	151	34%	2,329	32%	9,056	30%	36,021	26%	182	30%	1,969	26%	9,710	25%	34,624	23%
		Quite a bit	136	31%	2,650	36%	11,276	36%	53,386	38%	202	33%	2,728	37%	14,048	37%	59,713	37%
		Very much	92	20%	1,541	22%	7,183	24%	38,751	27%	156	25%	2,057	29%	11,293	30%	56,361	34%
		Total		446	100%	7,275	100%	30,530	100%	138,522	100%	618	100%	7,323	100%	37,716	100%	159,372
11e. Thinking critically and analytically	GNANALY	Very little	9	2%	117	2%	626	2%	2,786	2%	26	4%	128	2%	728	2%	2,643	2%
		Some	62	14%	978	13%	4,485	15%	19,182	15%	83	14%	722	10%	4,400	12%	16,301	11%
		Quite a bit	192	44%	2,980	40%	12,855	42%	56,956	41%	201	33%	2,577	34%	13,956	37%	56,339	36%
		Very much	181	40%	3,210	45%	12,615	41%	59,694	42%	305	49%	3,898	55%	18,630	50%	84,120	51%
		Total		444	100%	7,285	100%	30,581	100%	138,618	100%	615	100%	7,325	100%	37,714	100%	159,403
11f. Analyzing quantitative problems	GNQUANT	Very little	24	5%	216	3%	1,412	5%	7,077	5%	47	7%	268	4%	1,829	5%	7,395	5%
		Some	85	20%	1,362	19%	6,831	23%	32,362	23%	125	20%	1,289	18%	7,955	21%	33,029	21%
		Quite a bit	176	40%	2,939	39%	12,452	41%	56,251	41%	193	31%	2,549	34%	13,729	37%	57,929	37%
		Very much	157	36%	2,751	39%	9,792	32%	42,592	31%	248	41%	3,203	44%	14,141	38%	60,745	38%
		Total		442	100%	7,268	100%	30,487	100%	138,282	100%	613	100%	7,309	100%	37,654	100%	159,098
11g. Using computing and information technology	GNCMPTS	Very little	31	7%	264	4%	1,528	5%	7,206	5%	38	6%	209	3%	1,443	4%	5,781	4%
		Some	98	22%	1,392	19%	6,270	20%	29,422	21%	117	19%	1,077	15%	6,485	17%	27,207	17%
		Quite a bit	144	33%	2,690	37%	11,689	38%	52,856	38%	177	29%	2,537	34%	13,136	34%	55,361	34%
		Very much	170	39%	2,941	40%	11,111	37%	49,259	36%	284	47%	3,523	47%	16,752	45%	71,361	45%
		Total		443	100%	7,287	100%	30,598	100%	138,743	100%	616	100%	7,346	100%	37,816	100%	159,710
11h. Working effectively with others	GNOTHERS	Very little	24	6%	246	4%	1,518	5%	5,954	5%	36	6%	240	3%	1,512	4%	5,183	4%
		Some	112	26%	1,677	23%	7,461	25%	29,770	23%	140	23%	1,289	18%	7,433	20%	26,807	18%
		Quite a bit	166	37%	2,954	39%	12,124	39%	55,049	39%	217	35%	2,755	36%	13,920	36%	58,013	36%
		Very much	143	32%	2,425	34%	9,528	31%	48,046	33%	226	36%	3,054	42%	14,933	39%	69,680	42%
		Total		445	100%	7,302	100%	30,631	100%	138,819	100%	619	100%	7,338	100%	37,798	100%	159,683
11i. Voting in local, state, or national elections	GNCITIZN	Very little	126	29%	1,414	19%	5,285	18%	27,769	21%	243	40%	2,073	26%	10,251	28%	44,021	28%
		Some	145	32%	2,050	28%	7,875	26%	37,522	27%	187	30%	2,298	31%	11,211	30%	47,103	30%
		Quite a bit	98	22%	2,038	29%	8,581	28%	37,360	27%	102	16%	1,699	25%	8,757	23%	35,861	23%
		Very much	73	17%	1,702	25%	8,438	27%	34,049	25%	84	13%	1,197	18%	7,171	19%	30,862	20%
		Total		442	100%	7,204	100%	30,179	100%	136,700	100%	616	100%	7,267	100%	37,390	100%	157,847

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Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	26	6%	300	4%	1,345	5%	5,949	5%	57	9%	366	5%	2,220	6%	8,123	6%
		Some	94	22%	1,469	20%	6,423	22%	28,949	22%	121	20%	1,388	18%	7,499	20%	29,320	19%
		Quite a bit	193	44%	3,100	42%	13,059	43%	59,327	43%	229	37%	2,955	40%	14,951	39%	62,666	39%
		Very much	129	29%	2,320	34%	9,292	31%	42,247	31%	211	34%	2,543	36%	12,676	35%	57,520	36%
		Total	442	100%	7,189	100%	30,119	100%	136,472	100%	618	100%	7,252	100%	37,346	100%	157,629	100%
11k. Understanding yourself	GNSELF	Very little	59	13%	751	10%	3,230	11%	12,688	10%	103	18%	898	11%	4,870	13%	16,738	12%
		Some	113	26%	1,947	26%	8,153	27%	33,864	25%	179	29%	1,926	26%	9,823	26%	37,766	25%
		Quite a bit	162	37%	2,619	36%	10,825	35%	49,622	36%	164	26%	2,477	35%	12,309	33%	52,811	33%
		Very much	107	24%	1,857	27%	7,857	26%	40,055	29%	169	27%	1,944	28%	10,268	28%	50,064	31%
		Total	441	100%	7,174	100%	30,065	100%	136,229	100%	615	100%	7,245	100%	37,270	100%	157,379	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	44	10%	823	11%	3,326	12%	15,212	12%	88	15%	1,096	13%	5,211	14%	20,782	13%
		Some	119	27%	2,342	31%	9,550	31%	41,407	30%	179	30%	2,583	34%	12,186	32%	48,862	31%
		Quite a bit	142	32%	2,531	36%	10,408	34%	47,077	34%	185	30%	2,224	32%	11,772	32%	49,987	32%
		Very much	137	30%	1,490	22%	6,835	23%	32,839	24%	163	26%	1,351	21%	8,193	23%	38,147	24%
		Total	442	100%	7,186	100%	30,119	100%	136,535	100%	615	100%	7,254	100%	37,362	100%	157,778	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	54	12%	531	7%	2,836	10%	12,550	10%	81	13%	534	7%	3,695	10%	14,422	10%
		Some	133	30%	2,185	29%	9,656	32%	42,254	31%	186	30%	1,890	26%	10,583	28%	42,927	27%
		Quite a bit	148	34%	2,764	39%	11,122	36%	50,727	36%	199	32%	2,740	37%	13,418	35%	57,119	36%
		Very much	104	23%	1,711	25%	6,534	22%	31,110	23%	151	24%	2,090	30%	9,684	27%	43,369	27%
		Total	439	100%	7,191	100%	30,148	100%	136,641	100%	617	100%	7,254	100%	37,380	100%	157,837	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	84	19%	911	13%	4,071	14%	15,619	13%	138	23%	1,112	14%	6,318	17%	20,952	15%
		Some	123	28%	2,106	28%	9,039	29%	37,099	28%	180	30%	2,155	29%	10,829	28%	40,704	27%
		Quite a bit	135	31%	2,494	35%	10,239	34%	47,510	34%	160	26%	2,320	31%	11,372	30%	49,350	31%
		Very much	100	22%	1,679	25%	6,803	23%	36,384	25%	137	22%	1,669	25%	8,848	24%	46,860	28%
		Total	442	100%	7,190	100%	30,152	100%	136,612	100%	615	100%	7,256	100%	37,367	100%	157,866	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	96	22%	1,059	14%	4,978	18%	21,430	18%	177	30%	1,394	18%	7,655	21%	27,666	19%
		Some	147	34%	2,597	35%	10,773	36%	45,295	34%	198	32%	2,551	34%	12,983	34%	50,532	33%
		Quite a bit	124	28%	2,273	32%	9,252	30%	42,553	30%	137	22%	2,066	29%	10,219	27%	45,295	28%
		Very much	74	16%	1,254	19%	5,136	17%	27,320	19%	104	16%	1,247	19%	6,516	18%	34,358	20%
		Total	441	100%	7,183	100%	30,139	100%	136,598	100%	616	100%	7,258	100%	37,373	100%	157,851	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	216	49%	3,035	40%	12,619	42%	46,102	36%	361	60%	4,043	54%	20,575	55%	69,211	48%
		Some	105	24%	1,963	27%	8,221	27%	36,631	27%	122	19%	1,622	22%	8,506	22%	38,087	23%
		Quite a bit	76	18%	1,311	19%	5,553	18%	29,056	20%	72	11%	931	14%	4,603	13%	25,114	15%
		Very much	45	10%	881	13%	3,760	13%	24,915	17%	59	9%	655	10%	3,698	10%	25,525	14%
		Total	442	100%	7,190	100%	30,153	100%	136,704	100%	614	100%	7,251	100%	37,382	100%	157,937	100%

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**National Survey
of Student Engagement**

**NSSE 2009 Engagement Item Frequency Distributions^a
University of Maryland, Baltimore County**

			First-Year Students								Seniors							
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009	
Variable	Response Options		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	29	6%	257	3%	1,594	5%	6,200	5%	82	14%	692	9%	4,453	12%	14,122	10%
		Fair	83	19%	1,092	15%	5,485	19%	21,649	17%	150	24%	1,503	20%	8,683	23%	31,156	21%
		Good	207	46%	3,391	46%	14,343	46%	65,120	47%	230	36%	3,030	41%	14,941	40%	64,254	40%
		Excellent	128	29%	2,540	35%	9,098	30%	45,497	31%	156	26%	2,125	30%	9,745	26%	50,204	29%
	Total		447	100%	7,280	100%	30,520	100%	138,466	100%	618	100%	7,350	100%	37,822	100%	159,736	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	9	2%	84	1%	423	2%	2,341	2%	16	3%	135	2%	901	2%	3,263	2%
		Fair	48	11%	570	8%	3,106	11%	14,126	11%	108	18%	714	9%	4,641	13%	17,455	12%
		Good	220	50%	3,397	45%	15,755	51%	67,958	50%	271	44%	3,250	43%	18,642	49%	74,175	48%
		Excellent	168	37%	3,223	46%	11,231	36%	53,993	37%	224	36%	3,256	46%	13,643	36%	64,826	38%
Total		445	100%	7,274	100%	30,515	100%	138,418	100%	619	100%	7,355	100%	37,827	100%	159,719	100%	
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	19	4%	146	2%	926	3%	5,409	4%	34	6%	256	3%	1,822	5%	7,933	5%
		Probably no	63	14%	548	7%	3,184	11%	16,165	12%	99	16%	747	9%	4,817	13%	20,424	13%
		Probably yes	191	43%	2,620	35%	12,095	40%	54,901	40%	252	41%	2,555	33%	14,662	39%	60,802	39%
		Definitely yes	173	38%	3,968	56%	14,334	46%	62,029	44%	234	38%	3,801	54%	16,530	44%	70,598	43%
		Total		446	100%	7,282	100%	30,539	100%	138,504	100%	619	100%	7,359	100%	37,831	100%	159,757

IPEDS: 163268

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Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	419	94%	6,829	95%	27,987	89%	120,018	83%	8	1%	64	1%	190	1%	505	0%
		20-23	14	3%	339	4%	1,848	8%	9,404	8%	425	68%	5,954	82%	26,285	67%	103,939	61%
		24-29	9	2%	66	1%	386	2%	3,375	3%	131	22%	821	11%	6,342	19%	25,046	19%
		30-39	1	0%	42	0%	218	1%	3,266	3%	28	5%	336	4%	2,930	8%	15,679	11%
		40-55	1	0%	34	0%	161	1%	2,464	2%	25	4%	178	2%	1,888	5%	13,185	8%
		Over 55	0	0%	3	0%	18	0%	253	0%	3	0%	12	0%	195	1%	1,293	1%
		Total	444	100%	7,313	100%	30,618	100%	138,780	100%	620	100%	7,365	100%	37,830	100%	159,647	100%
16. Your sex:	SEX	Male	221	58%	3,256	50%	12,008	48%	49,711	45%	311	57%	3,487	52%	15,520	47%	57,596	43%
		Female	223	42%	4,055	50%	18,610	52%	89,209	55%	307	43%	3,882	48%	22,343	53%	102,281	57%
		Total	444	100%	7,311	100%	30,618	100%	138,920	100%	618	100%	7,369	100%	37,863	100%	159,877	100%
17. Are you an international student or foreign national?	INTERNAT	No	414	93%	6,893	94%	29,032	95%	130,347	94%	575	93%	7,004	95%	36,070	95%	151,853	95%
		Yes	32	7%	404	6%	1,497	5%	7,963	6%	43	7%	350	5%	1,696	5%	7,587	5%
		Total	446	100%	7,297	100%	30,529	100%	138,310	100%	618	100%	7,354	100%	37,766	100%	159,440	100%
18. What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	0	0%	68	1%	259	1%	1,077	1%	5	1%	66	1%	346	1%	1,315	1%
		Asian, Asian American, or Pacific Islander	110	24%	737	11%	2,777	9%	8,800	7%	89	14%	606	10%	2,895	8%	8,188	6%
		Black or African American	45	10%	253	3%	1,858	6%	11,538	9%	74	12%	196	2%	2,142	6%	11,909	7%
		White (non-Hispanic)	225	51%	5,290	70%	20,971	66%	94,816	64%	346	56%	5,541	72%	26,578	66%	112,445	67%
		Mexican or Mexican American	0	0%	201	4%	853	4%	3,770	4%	0	0%	142	3%	790	3%	4,306	4%
		Puerto Rican	1	0%	17	0%	196	2%	1,191	2%	4	1%	19	0%	231	2%	1,023	1%
		Other Hispanic or Latino	6	1%	131	2%	807	3%	4,184	3%	13	2%	96	1%	842	3%	4,286	3%
		Multiracial	17	4%	164	2%	924	3%	3,800	3%	24	4%	165	3%	1,002	3%	3,693	2%
		Other	12	3%	77	1%	409	1%	2,266	2%	13	2%	78	1%	536	2%	2,337	2%
		I prefer not to respond	30	7%	361	5%	1,516	5%	7,199	5%	52	9%	448	6%	2,450	7%	10,191	7%
		Total	446	100%	7,299	100%	30,570	100%	138,641	100%	620	100%	7,357	100%	37,812	100%	159,693	100%
19. What is your current classification in college?	CLASS	Freshman/first year	414	93%	6,129	84%	26,095	82%	119,729	83%	0	0%	8	0%	41	0%	185	0%
		Sophomore	24	5%	1,027	15%	3,886	15%	15,164	14%	1	0%	29	0%	149	0%	682	0%
		Junior	7	1%	102	1%	394	2%	1,982	2%	45	7%	389	6%	2,048	6%	8,337	6%
		Senior	0	0%	26	0%	110	1%	647	1%	557	90%	6,848	93%	34,806	91%	146,760	91%
		Unclassified	0	0%	18	0%	110	1%	1,235	1%	16	3%	86	1%	766	2%	3,685	3%
		Total	445	100%	7,302	100%	30,595	100%	138,757	100%	619	100%	7,360	100%	37,810	100%	159,649	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	425	96%	6,852	94%	28,353	91%	125,839	89%	344	55%	5,172	70%	22,417	57%	92,468	55%
		Started elsewhere	20	4%	444	6%	2,231	9%	12,826	11%	274	45%	2,195	30%	15,417	43%	67,314	45%
		Total	445	100%	7,296	100%	30,584	100%	138,665	100%	618	100%	7,367	100%	37,834	100%	159,782	100%

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National Survey of Student Engagement

NSSE 2009 Background Item Frequency Distributions^a University of Maryland, Baltimore County

			First-Year Students								Seniors							
			UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009		UMBC		Sci Tech Peers		Public R/H & R/VH		NSSE 2009	
	Variable	Response Options	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	5	1%	108	1%	509	2%	4,758	4%	19	4%	357	4%	2,050	6%	11,886	8%
	COMCOL05	Community or junior college	26	6%	590	11%	2,522	10%	11,668	10%	262	43%	2,136	35%	13,992	41%	58,126	41%
	FOURYR05	4-year college other than this one	20	5%	400	5%	1,976	7%	11,024	9%	155	25%	1,527	21%	9,575	25%	41,331	27%
	NONE05	None	376	86%	6,176	84%	25,386	82%	111,088	79%	269	43%	3,906	51%	16,938	42%	71,111	41%
	OCOL1_05	Other	19	4%	141	2%	653	2%	4,380	4%	22	4%	198	3%	1,327	4%	6,842	4%
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	7	2%	141	2%	794	4%	6,162	6%	90	16%	727	10%	5,176	15%	23,609	17%
		Full-time	438	98%	7,151	98%	29,784	96%	132,534	94%	531	84%	6,644	90%	32,650	85%	136,111	83%
		Total	445	100%	7,292	100%	30,578	100%	138,696	100%	621	100%	7,371	100%	37,826	100%	159,720	100%
– Thinking about this current academic term...Are you taking all courses entirely online? (Item appeared only in the online instrument.)	DISTED	No	435	98%	7,163	98%	29,962	99%	130,777	97%	619	100%	7,211	99%	36,490	98%	147,540	95%
		Yes	10	2%	122	2%	328	1%	3,917	3%	1	0%	149	1%	865	2%	8,915	5%
		Total	445	100%	7,285	100%	30,290	100%	134,694	100%	620	100%	7,360	100%	37,355	100%	156,455	100%
– Do you have any disabilities? (Select all that apply.) (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 NSSE09 data file or codebook.)	DISNONE	No, I do not have any disabilities	396	90%	6,591	91%	27,154	90%	118,479	88%	533	86%	6,502	89%	32,939	88%	137,389	88%
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	14	3%	158	2%	661	2%	2,977	2%	16	3%	122	2%	633	2%	2,675	2%
	DISMOBIL	Yes, I have a mobility impairment	0	0%	29	0%	131	0%	737	1%	6	1%	52	1%	285	1%	1,406	1%
	DISLEARN	Yes, I have a learning disability	14	3%	152	2%	820	3%	4,959	4%	20	3%	237	3%	1,301	3%	5,540	3%
	DISMENT	Yes, I have a mental health disorder	11	2%	99	1%	495	2%	2,495	2%	21	3%	165	2%	928	2%	3,523	2%
	DISOTHER	Yes, I have another disability	3	1%	102	1%	411	1%	2,128	2%	8	1%	111	2%	611	2%	2,819	2%
	DISREFUS	I choose not to answer	9	2%	212	3%	854	3%	4,468	3%	21	4%	258	3%	1,208	3%	5,268	4%
23. Are you member of a social fraternity or sorority?	FRATSORO	No	427	96%	6,339	86%	26,487	87%	125,537	91%	558	90%	6,404	86%	32,948	88%	141,392	89%
		Yes	18	4%	953	14%	4,064	13%	13,027	9%	62	10%	953	14%	4,844	12%	18,242	11%
		Total	445	100%	7,292	100%	30,551	100%	138,564	100%	620	100%	7,357	100%	37,792	100%	159,634	100%
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	412	93%	6,914	95%	29,037	96%	122,645	91%	584	94%	7,069	97%	36,665	97%	149,158	95%
		Yes	33	7%	373	5%	1,479	4%	15,750	9%	35	6%	272	3%	1,070	3%	10,291	5%
		Total	445	100%	7,287	100%	30,516	100%	138,395	100%	619	100%	7,341	100%	37,735	100%	159,449	100%

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Item	Variable	Response Options	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	10	2%	134	2%	657	2%	2,692	2%	3	0%	29	0%	122	0%	388	0%
		C	12	3%	250	3%	1,067	4%	4,664	4%	20	3%	170	2%	852	2%	2,618	2%
		C+	28	6%	369	5%	1,678	6%	7,594	6%	38	6%	330	5%	1,690	5%	5,985	4%
		B-	31	7%	559	8%	2,365	8%	10,566	8%	68	12%	640	9%	2,774	8%	10,271	7%
		B	79	18%	1,356	19%	6,224	20%	27,483	20%	126	20%	1,432	19%	7,763	21%	29,910	19%
		B+	70	16%	1,327	19%	5,778	19%	26,839	19%	105	17%	1,423	20%	7,519	20%	32,216	20%
		A-	72	16%	1,599	22%	5,939	18%	27,195	19%	98	15%	1,717	24%	7,616	20%	34,243	21%
		A	143	31%	1,685	22%	6,782	22%	31,139	22%	160	25%	1,613	21%	9,376	24%	43,641	26%
	Total		445	100%	7,279	100%	30,490	100%	138,172	100%	618	100%	7,354	100%	37,712	100%	159,272	100%
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or other campus housing	327	73%	5,336	73%	20,664	62%	91,184	59%	202	32%	597	7%	2,878	6%	25,093	11%
		Residence, walking distance	9	2%	732	11%	2,518	9%	8,704	8%	75	12%	2,618	39%	10,602	28%	35,735	22%
		Residence, driving distance	100	23%	954	13%	6,397	25%	32,346	29%	318	53%	3,770	49%	22,192	61%	85,283	59%
		Fraternity or sorority house	0	0%	130	2%	372	1%	828	1%	0	0%	193	3%	721	2%	2,310	1%
		None of the above	9	2%	106	1%	481	2%	4,771	4%	21	3%	160	2%	1,267	4%	10,604	6%
		Total	445	100%	7,258	100%	30,432	100%	137,833	100%	616	100%	7,338	100%	37,660	100%	159,025	100%
27a. What is the highest level of education that your father completed?	FATHREDU	Did not finish HS	11	2%	326	4%	1,723	6%	10,819	9%	26	5%	318	4%	2,461	7%	15,050	10%
		Graduated from HS	72	16%	1,190	15%	5,963	20%	33,734	25%	93	16%	1,204	15%	7,608	20%	38,523	24%
		Attended, no degree	50	11%	840	11%	4,039	13%	18,906	14%	81	13%	901	12%	5,157	14%	21,880	14%
		Completed Associate's	40	9%	634	8%	2,343	8%	11,159	8%	38	6%	618	8%	2,814	8%	12,707	8%
		Completed Bachelor's	124	29%	2,445	35%	9,059	29%	34,747	25%	178	30%	2,367	33%	10,601	28%	38,486	25%
		Completed Master's	98	22%	1,159	17%	4,748	16%	18,520	13%	128	21%	1,186	17%	5,657	15%	20,732	13%
		Completed Doctorate	45	10%	610	10%	2,384	8%	8,751	6%	65	11%	718	12%	3,193	9%	10,656	7%
Total	440	100%	7,204	100%	30,259	100%	136,636	100%	609	100%	7,312	100%	37,491	100%	158,034	100%		
27b. What is the highest level of education that your mother completed?	MOTHREDU	Did not finish HS	15	3%	258	4%	1,257	5%	8,043	7%	26	4%	274	4%	2,020	6%	12,011	8%
		Graduated from HS	73	17%	1,070	14%	5,425	19%	29,485	22%	104	17%	1,222	16%	7,914	21%	38,886	24%
		Attended, no degree	47	10%	961	13%	4,593	15%	21,740	16%	89	14%	962	13%	5,548	15%	23,999	15%
		Completed Associate's	50	11%	900	12%	3,541	12%	17,233	12%	56	9%	934	11%	4,429	11%	19,639	12%
		Completed Bachelor's	152	35%	2,669	38%	9,957	32%	38,760	27%	205	34%	2,538	36%	10,988	29%	39,614	25%
		Completed Master's	85	19%	1,152	17%	4,694	15%	18,561	13%	104	16%	1,155	16%	5,629	14%	20,853	13%
		Completed Doctorate	20	4%	220	4%	888	3%	3,466	2%	30	5%	240	4%	1,084	3%	3,690	2%
Total	442	100%	7,230	100%	30,355	100%	137,288	100%	614	100%	7,325	100%	37,612	100%	158,692	100%		

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Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and Humanities	59	13%	613	9%	3,427	11%	18,063	12%	114	18%	753	11%	5,038	14%	22,734	14%
		Biological Science	110	25%	762	11%	3,153	10%	11,774	9%	111	18%	716	10%	3,238	9%	11,070	7%
		Business	13	3%	816	12%	4,213	15%	20,435	16%	17	3%	887	12%	5,624	16%	28,854	19%
		Education	4	1%	300	4%	1,807	6%	12,443	8%	6	1%	253	3%	2,739	7%	16,254	9%
		Engineering	60	15%	1,764	24%	3,804	13%	9,365	8%	87	16%	1,743	21%	4,336	12%	9,166	7%
		Physical Science	24	6%	312	4%	1,136	4%	4,770	3%	33	6%	348	5%	1,402	4%	5,149	3%
		Professional	18	4%	565	7%	3,354	11%	16,198	12%	17	3%	418	6%	3,079	8%	15,142	9%
		Social Science	46	10%	685	10%	3,569	11%	16,612	12%	124	20%	874	14%	5,536	14%	23,187	14%
		Other	69	17%	1,078	15%	4,121	15%	19,352	16%	94	17%	1,258	18%	6,218	17%	25,942	17%
		Undecided	26	6%	229	3%	1,253	4%	5,559	4%	0	0%	2	0%	20	0%	64	0%
	Total		429	100%	7,124	100%	29,837	100%	134,571	100%	603	100%	7,252	100%	37,230	100%	157,562	100%
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	30	26%	394	22%	1,980	24%	9,652	24%	36	21%	358	23%	2,234	23%	9,371	23%
		Biological Science	10	9%	115	6%	425	5%	1,678	4%	12	7%	107	6%	453	5%	1,513	4%
		Business	6	5%	244	14%	1,103	16%	5,153	15%	4	2%	241	15%	1,523	17%	6,698	18%
		Education	6	5%	52	3%	346	4%	2,730	7%	13	8%	64	3%	427	5%	3,374	7%
		Engineering	1	1%	176	8%	360	5%	843	3%	2	1%	115	4%	241	2%	623	2%
		Physical Science	11	9%	176	10%	545	7%	2,271	7%	17	12%	176	11%	750	8%	2,371	7%
		Professional	16	13%	126	7%	628	8%	2,651	7%	7	4%	91	5%	416	5%	1,832	5%
		Social Science	31	24%	298	17%	1,324	15%	6,084	16%	55	33%	306	19%	1,883	19%	7,328	19%
		Other	4	3%	250	13%	980	13%	4,771	14%	17	11%	244	13%	1,206	14%	5,230	14%
		Undecided	5	4%	46	3%	209	3%	1,115	3%	0	0%	12	1%	102	2%	533	2%
	Total		120	100%	1,877	100%	7,900	100%	36,948	100%	163	100%	1,714	100%	9,235	100%	38,873	100%
- Institution reported: Gender	GENDER	Male	251	58%	3,789	51%	13,957	48%	57,701	46%	338	57%	3,921	53%	17,332	48%	63,905	44%
		Female	246	42%	4,678	49%	21,360	52%	102,557	54%	332	43%	4,310	47%	24,519	52%	111,361	56%
		Total	497	100%	8,467	100%	35,317	100%	160,258	100%	670	100%	8,231	100%	41,851	100%	175,266	100%
- Institution reported: Race or ethnicity	ETHNICIT	African American/Black	59	12%	349	4%	2,355	7%	13,420	10%	93	14%	245	3%	2,430	6%	12,620	8%
		Am. Indian/Native Amer.	1	0%	96	1%	308	1%	1,113	1%	4	1%	86	1%	428	1%	1,380	1%
		Asian/Pacific Islander	118	23%	673	9%	2,724	7%	8,099	6%	104	15%	633	9%	2,807	8%	7,708	6%
		Caucasian/White	277	56%	6,360	73%	24,277	69%	100,015	64%	417	63%	6,471	75%	29,395	70%	117,424	68%
		Hispanic/Latino	13	3%	454	7%	2,206	9%	10,556	9%	23	3%	331	6%	2,152	9%	10,673	9%
		Other	0	0%	20	0%	318	1%	1,551	1%	0	0%	29	0%	396	1%	1,507	1%
		Foreign	22	5%	314	4%	907	3%	3,824	3%	20	3%	213	3%	830	2%	3,425	2%
		Multi-racial	0	0%	8	0%	107	0%	582	0%	0	0%	5	0%	128	0%	456	0%
		Unknown	7	1%	193	2%	1,283	3%	10,441	6%	9	1%	218	2%	1,494	3%	9,711	5%
	Total		497	100%	8,467	100%	34,485	100%	149,601	100%	670	100%	8,231	100%	40,060	100%	164,904	100%
- Institution reported: Enrollment status	ENROLLMT	Part-time	4	1%	174	2%	1,186	5%	8,606	8%	98	17%	762	10%	6,447	18%	27,842	20%
		Full-time	493	99%	8,293	98%	34,131	95%	151,652	92%	572	83%	7,469	90%	35,404	82%	147,424	80%
		Total	497	100%	8,467	100%	35,317	100%	160,258	100%	670	100%	8,231	100%	41,851	100%	175,266	100%

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^a Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.