



# University of Wisconsin-Madison

BCSSE 2010-NSSE 2011 Combined Report  
Cross-Sectional and Longitudinal Results  
August 2011

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2010 and NSSE 2011 administrations (in contrast to the longitudinal results which contain only *matched* data). These data provide the best estimates of your first-year students' pre-college characteristics and their engagement during the first year. By presenting your BCSSE-NSSE cross-sectional results side-by-side, you can identify areas of correspondence as well as gaps in engagement to develop a better understanding of the first-year student experience.

**Variables**

The items from the BCSSE and NSSE surveys appear in the left column of the report with same or similar wording as they appear on the instruments.

**Response Options**

Response options presented on the survey were collapsed into fewer categories for reporting purposes.

**Data Source**

These columns present the unweighted BCSSE 2010 frequencies and the weighted NSSE 2011 frequencies.

*How many hours in a typical 7-day week doing each of the following?*

		BCSSE <sup>1</sup>				NSSE <sup>2</sup>	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	14	4%	0	0%	2	1%
	1-10	198	58%	62	18%	109	52%
	11-20	90	26%	162	47%	69	33%
	More than 20	42	12%	121	35%	29	14%
	Total	344	100%	345	100%	209	100%

**Count**

The actual number of students who answered within each response category.

**Column Percentage (%)**

The percentage of students responding to the particular option in each question.

<i>How many hours in a typical 7-day week doing each of the following?</i>		BCSSE <sup>1</sup>				NSSE <sup>2</sup>	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	10	1%	0	0%	1	0%
	1-10	725	46%	56	4%	151	15%
	11-20	560	36%	545	35%	408	40%
	More than 20	282	18%	944	61%	488	45%
	Total	1,577	100%	1,545	100%	1,048	100%
Working for pay	No	588	37%	449	29%	681	65%
	Yes	987	63%	1,092	71%	366	35%
	Total	1,575	100%	1,541	100%	1,047	100%
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	29	2%	23	1%	238	23%
	1-10	569	36%	825	53%	656	62%
	11-20	716	45%	589	38%	123	13%
	More than 20	261	17%	106	7%	32	3%
	Total	1,575	100%	1,543	100%	1,049	100%
Relaxing and socializing (watching TV, partying, etc.)	None	5	0%	7	0%	5	1%
	1-10	745	47%	718	46%	478	44%
	11-20	616	39%	665	43%	417	40%
	More than 20	211	13%	157	10%	150	15%
	Total	1,577	100%	1,547	100%	1,050	100%
<i>How often did you do or expect to do each of the following?</i>							
Ask questions in class or contribute to class discussions	Never/Sometimes	269	17%	407	26%	520	44%
	Often/Very often	1,304	83%	1,132	74%	661	56%
	Total	1,573	100%	1,539	100%	1,181	100%
Make a class presentation	Never/Sometimes	692	44%	750	49%	1,008	85%
	Often/Very often	872	56%	767	51%	170	15%
	Total	1,564	100%	1,517	100%	1,178	100%
Come to class without completing readings or assignments	Never/Sometimes	1,465	94%			968	81%
	Often/Very often	98	6%			212	19%
	Total	1,563	100%			1,180	100%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	824	53%	577	38%	680	61%
	Often/Very often	738	47%	955	62%	429	39%
	Total	1,562	100%	1,532	100%	1,109	100%
Work with other students on projects <b>during class</b>	Never/Sometimes	518	33%	836	55%	804	68%
	Often/Very often	1,053	67%	690	45%	381	32%
	Total	1,571	100%	1,526	100%	1,185	100%

<sup>1</sup> Blank cells indicate NSSE items with no similar item on BCSSE.

<sup>2</sup> Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for more details.

<i>How often did you do or expect to do each of the following?</i>		BCSSE <sup>1</sup>				NSSE <sup>2</sup>	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Work with classmates <b>outside of class</b> to prepare class assignments	Never/Sometimes	948	60%	351	23%	616	51%
	Often/Very often	624	40%	1,176	77%	572	49%
	Total	1,572	100%	1,527	100%	1,188	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	794	51%			579	50%
	Often/Very often	768	49%			599	50%
	Total	1,562	100%			1,178	100%
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	915	59%	416	27%	573	53%
	Often/Very often	646	41%	1,104	73%	500	47%
	Total	1,561	100%	1,520	100%	1,073	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	1,156	74%	732	48%	955	86%
	Often/Very often	400	26%	803	52%	155	14%
	Total	1,556	100%	1,535	100%	1,110	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	705	45%	448	29%	469	44%
	Often/Very often	848	55%	1,071	71%	605	56%
	Total	1,553	100%	1,519	100%	1,074	100%
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	700	45%			776	71%
	Often/Very often	857	55%			328	29%
	Total	1,557	100%			1,104	100%
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	820	52%	343	22%	438	40%
	Often/Very often	743	48%	1,182	78%	639	60%
	Total	1,563	100%	1,525	100%	1,077	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			97	6%	332	28%
	Often/Very often			1,429	94%	852	72%
	Total			1,526	100%	1,184	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			257	17%	512	46%
	Often/Very often			1,274	83%	597	54%
	Total			1,531	100%	1,109	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			709	46%	525	49%
	Often/Very often			817	54%	554	51%
	Total			1,526	100%	1,079	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			909	60%	975	91%
	Often/Very often			607	40%	98	9%
	Total			1,516	100%	1,073	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			230	15%	461	43%
	Often/Very often			1,290	85%	598	57%
	Total			1,520	100%	1,059	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes			154	10%	348	33%
	Often/Very often			1,369	90%	716	67%
	Total			1,523	100%	1,064	100%
<b>Grades</b>	A or A-	1,429	90%	979	64%	528	53%
	B or B+	162	10%	512	34%	408	39%
	B- or lower	1	0%	28	2%	84	8%
	Total	1,592	100%	1,519	100%	1,020	100%

<sup>1</sup> Blank cells indicate NSSE items with no similar item on BCSSE.

<sup>2</sup> Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for more details.

These longitudinal results contain matched data from your first-year students who completed *both* the BCSSE 2010 and NSSE 2011 surveys. The purpose of this report is to analyze the relationships between incoming student characteristics and their reported engagement near the end of their first year. With longitudinal data, you can more effectively identify how students with varying levels of pre-college characteristics were actually engaged during their first year of college.

Six BCSSE scales are categorized into quartile ranges based on the lower 25 percent (Low25), the middle 50 percent (Mid50), and the upper 25 percent (Top25) of respondents.

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### **BCSSE Scales**

The following BCSSE scales were constructed by converting the responses for each item to a 0-10 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BCSSE items in parentheses.

<i>High School Academic Engagement</i>	Student engagement in educationally relevant activities during the last year of high school. (hreadasg, hwrite5, hwrite5m, hacadpr, hclquest, hclprese, hfacgrad, hclassgr, hoccgrp, hrewropa, hfacidea, hoocidea)
<i>Expected Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Expected Academic Perseverance</i>	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected Academic Difficulty</i>	Expected academic difficulty during the first year of college. (clearmma, cmantime, cgethelp, cintfac)
<i>Perceived Academic Preparation</i>	Student perception of their academic preparation. (cgnwrite, cgnspeak, cgnanaly, cgnquant, cgncompt, cgnother, cgningq)
<i>Importance of Campus Environment</i>	Student-rated importance that the institution provides a challenging and supportive environment. (cenvscho, cenvsupr, cenvidivr, cenvnaca, cenvsoca, cenveven)

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### **NSSE Benchmarks of Effective Educational Practice**

Also included in this report are four of the five NSSE Benchmarks<sup>1</sup>, with the component items in parentheses:

<i>Level of Academic Challenge (adjusted)</i>	Engagement in challenging and intellectually diverse work. (readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol)
<i>Active &amp; Collaborative Learning:</i>	Engagement in collaborative learning and learning in different settings. (clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas)
<i>Student-Faculty Interaction</i>	Student engagement with faculty as instructors, role models, and mentors. (facgrade, facideas, facplans, facfeed, facother, resrch04)
<i>Supportive Campus Environment</i>	Quality of campus environment to support student success. (envsocal, envsuprt, envnacac, envstu, envfac, envadm)

<sup>1</sup> The benchmark "Enriching Educational Experiences" is not included in this section of the report given that it measures the participation in many activities not typically completed by first-year students (internships, capstone courses, study abroad, etc).

**Interpreting and Using BCSSE-NSSE Results**

In the example below (NSSEville State), students who scored in the top 25% ("Top25") for High School Academic Engagement were engaged in their first year of college with an average Level of Academic Challenge (LAC) benchmark score of 65.2, while their peers comprised of all other respondents attending BCSSE doctorate-granting institutions reported an average LAC score of 59.1. The difference is statistically significant (\*\*\*)  $p < .001$  with a moderate effect size of .49. However their students in the lowest quartile ("Low25") did no better than their peers (scoring 48.2 and 49.4 respectively, but not statistically significant). To increase engagement in LAC, NSSEville State could use this information in their faculty development programs to discuss how classroom environments and coursework can be more engaging for students who may otherwise be less engaged. Student advisors may also use these results to work with students at risk for low engagement in academically challenging activities.

**Quartile Ranges**

The lower 25%, middle 50%, and the top 25% of scores for each BCSSE scale calculated for each institution. The quartiles calculated for your institution are then applied to their peer group to create a group of students who are comparable regarding the BCSSE scale. This often results in the peer group having more than or fewer than the 25% in the lower and upper quartiles.

**Comparison Group**

Data from all other institutions at either the baccalaureate, master's, or doctoral level. See pages 11 and 12 for a list of included institutions by Basic Carnegie type.

**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  $p < .001$ ). 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.

**NSSE Benchmark**

The NSSE benchmark is listed across the top of the page.

**Level of Academic Challenge**

BCSSE Scale	Quartile Range <sup>1</sup>	NSSEville State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School	Low25	48.2	11.3	86	49.4	11.9	1,398	-1.20		-.10
Academic	Mid50	55.1	9.1	172	55.6	9.8	2,109	-0.50		-.05
Engagement	Top25	65.2	12.8	86	59.1	12.1	913	6.10	***	.49

**BCSSE Scale**  
The six BCSSE scales are listed in the left column

**Mean Benchmark Scores**  
The average benchmark score for all students attending your institution and all students attending institutions in the comparison group, calculated for each quartile range.

**Number of Respondents**  
The actual number of respondents who were included in each group.

**Difference of Means**  
The difference between your institution's mean score and the mean score for the comparison group.

**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.

**NSSE Level of Academic Challenge by BCSSE Scales at Three Score Levels**

BCSSE Scale	Quartile Range <sup>1</sup>	Level of Academic Challenge						Statistical Comparisons		
		UW-Madison			All Other Doctoral			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	50.2	11.8	112	48.7	12.7	972	1.44		.12
	Mid50	55.1	11.2	240	54.0	12.3	1,808	1.12		.09
	Top25	63.2	11.5	113	59.2	12.8	995	3.97	***	.33
Expected Academic Engagement	Low25	51.9	10.6	118	48.7	12.0	807	3.14	**	.28
	Mid50	55.7	11.9	230	53.7	12.5	2,048	1.97	*	.16
	Top25	60.6	13.2	114	59.4	13.2	894	1.17		.09
Expected Academic Perseverance	Low25	52.3	11.8	98	48.3	12.8	902	4.06	**	.33
	Mid50	54.9	11.9	229	54.1	12.4	1,782	0.80		.07
	Top25	60.2	12.1	133	58.7	12.5	1,057	1.46		.12
Expected Academic Difficulty	Low25	56.7	12.9	134	54.6	12.7	1,664	2.10		.16
	Mid50	54.6	12.4	184	53.5	13.3	1,303	1.02		.08
	Top25	56.8	11.4	143	53.5	13.5	772	3.26	**	.26
Perceived Academic Preparation	Low25	51.5	13.4	101	51.1	13.4	1,042	0.41		.03
	Mid50	56.8	11.2	267	54.3	12.7	1,822	2.54	***	.21
	Top25	57.9	13.2	90	57.0	12.7	871	0.92		.07
Importance of Campus Environment	Low25	51.4	12.6	97	50.1	12.9	839	1.30		.10
	Mid50	56.1	11.6	264	54.4	12.5	2,049	1.71	*	.14
	Top25	59.6	12.2	100	57.0	13.6	845	2.58	*	.20
All BCSSE-NSSE Respondents		55.9	12.3	471	54.0	13.1	3,804	1.85	**	.15

<sup>1</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

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

<sup>3</sup> Effect size = mean difference divided by the pooled std dev.

**NSSE Active and Collaborative Learning by BCSSE Scales at Three Score Levels**

		Active and Collaborative Learning						Statistical Comparisons		
BCSSE Scale	Quartile Range <sup>1</sup>	UW-Madison			All Other Doctoral			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	33.1	12.9	125	34.7	14.0	1,088	-1.65		-0.12
	Mid50	38.2	13.0	258	41.1	14.7	2,015	-2.93	***	-0.21
	Top25	46.2	15.1	126	48.0	16.8	1,114	-1.75		-0.11
Expected Academic Engagement	Low25	34.4	11.5	125	34.5	13.3	915	-0.05		0.00
	Mid50	38.3	13.4	254	40.8	15.1	2,281	-2.51	**	-0.18
	Top25	44.7	16.7	127	48.6	16.6	992	-3.95	*	-0.24
Expected Academic Perseverance	Low25	36.7	12.9	107	35.8	14.2	1,015	0.88		0.06
	Mid50	38.1	14.3	251	41.0	15.2	1,981	-2.84	**	-0.19
	Top25	42.1	15.0	146	46.5	16.6	1,180	-4.42	***	-0.28
Expected Academic Difficulty	Low25	41.8	15.8	140	42.8	15.9	1,846	-1.00		-0.06
	Mid50	37.1	12.9	201	40.4	15.4	1,456	-3.30	***	-0.23
	Top25	38.8	14.4	163	39.5	16.4	872	-0.70		-0.05
Perceived Academic Preparation	Low25	35.8	15.4	109	37.8	15.4	1,161	-1.97		-0.13
	Mid50	38.8	13.1	289	41.3	15.3	2,034	-2.53	**	-0.18
	Top25	42.8	15.8	103	45.2	16.6	976	-2.44		-0.15
Importance of Campus Environment	Low25	36.0	13.1	108	37.6	14.9	946	-1.63		-0.12
	Mid50	39.7	14.4	286	41.6	15.2	2,265	-1.90	*	-0.13
	Top25	40.1	15.1	110	44.2	17.5	957	-4.11	**	-0.25
All BCSSE-NSSE Respondents		39.0	14.3	515	41.3	15.9	4,252	-2.31	***	-0.15

<sup>1</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

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

<sup>3</sup> Effect size = mean difference divided by the pooled std dev.



**NSSE Student-Faculty Interaction by BCSSE Scales at Three Score Levels**

BCSSE Scale	Quartile Range <sup>1</sup>	Student-Faculty Interaction						Statistical Comparisons		
		UW-Madison			All Other Doctoral			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School	Low25	24.4	13.0	113	26.6	15.0	991	-2.20		-0.16
Academic	Mid50	29.2	14.6	241	32.0	16.0	1,829	-2.83	**	-0.18
Engagement	Top25	39.8	20.5	114	39.9	19.1	1,002	-0.11		-0.01
Expected	Low25	26.3	14.6	118	26.3	14.0	823	-0.01		0.00
Academic	Mid50	29.7	15.4	231	31.4	15.8	2,070	-1.66		-0.11
Engagement	Top25	36.6	20.1	116	41.3	19.7	904	-4.69	*	-0.24
Expected	Low25	28.0	14.6	98	26.9	15.0	916	1.12		0.08
Academic	Mid50	29.4	16.7	231	32.6	16.6	1,804	-3.15	**	-0.19
Perseverance	Top25	34.5	18.3	134	37.8	18.6	1,069	-3.35	*	-0.18
Expected	Low25	33.8	19.4	134	33.9	17.2	1,684	-0.12		-0.01
Academic	Mid50	29.8	15.5	185	32.1	17.1	1,315	-2.29		-0.14
Difficulty	Top25	28.5	15.7	145	30.8	17.5	787	-2.32		-0.14
Perceived	Low25	28.6	15.0	102	29.9	17.2	1,059	-1.27		-0.08
Academic	Mid50	30.3	16.6	268	32.8	16.6	1,847	-2.55	*	-0.15
Preparation	Top25	33.2	19.5	91	35.6	18.3	877	-2.36		-0.13
Importance of	Low25	26.8	14.3	98	28.7	15.3	851	-1.92		-0.13
Campus	Mid50	30.6	16.9	265	32.8	16.8	2,077	-2.18	*	-0.13
Environment	Top25	34.2	18.6	101	36.3	19.2	852	-2.15		-0.11
All BCSSE-NSSE	Respondents	30.5	16.9	474	32.7	17.3	3,852	-2.15	**	-0.13

<sup>1</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

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

<sup>3</sup> Effect size = mean difference divided by the pooled std dev.

**NSSE Supportive Campus Environment by BCSSE Scales at Three Score Levels**

BCSSE Scale	Quartile Range <sup>1</sup>	Supportive Campus Environment						Statistical Comparisons		
		UW-Madison			All Other Doctoral			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	59.0	14.1	110	60.8	17.1	921	-1.81	-0.12	
	Mid50	62.3	16.7	235	63.5	17.8	1,724	-1.19	-0.07	
	Top25	68.6	16.4	109	65.8	19.0	947	2.79	0.16	
Expected Academic Engagement	Low25	60.0	16.6	115	60.1	17.1	770	-0.19	-0.01	
	Mid50	62.5	16.0	227	62.6	17.7	1,950	-0.02	0.00	
	Top25	67.3	16.3	110	68.3	18.8	847	-1.03	-0.06	
Expected Academic Perseverance	Low25	60.1	16.6	95	57.8	17.0	856	2.29	0.14	
	Mid50	62.2	16.4	227	63.7	17.3	1,698	-1.47	-0.09	
	Top25	66.7	15.6	128	67.8	18.9	1,006	-1.05	-0.06	
Expected Academic Difficulty	Low25	65.2	17.0	132	65.2	17.8	1,574	0.00	0.00	
	Mid50	62.7	16.0	177	62.6	18.1	1,247	0.03	0.00	
	Top25	61.6	16.2	142	61.1	18.0	738	0.50	0.03	
Perceived Academic Preparation	Low25	59.0	16.7	96	60.4	17.9	980	-1.37	-0.08	
	Mid50	63.7	16.0	263	63.7	17.6	1,742	-0.03	0.00	
	Top25	65.5	16.4	89	66.5	18.6	832	-1.00	-0.06	
Importance of Campus Environment	Low25	56.4	15.3	93	58.3	16.6	810	-1.82	-0.11	
	Mid50	63.6	15.2	261	63.9	17.5	1,948	-0.28	-0.02	
	Top25	68.0	18.5	97	67.7	19.5	794	0.36	0.02	
All BCSSE-NSSE Respondents		63.0	16.4	460	63.4	18.1	3,617	-0.41	-0.02	

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<sup>1</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

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

<sup>3</sup> Effect size = mean difference divided by the pooled std dev.

**Participating Institutions by Carnegie Type**

The following is the list of institutions by Basic Carnegie type that were included in the longitudinal analysis.<sup>1</sup>

**Baccalaureate Colleges**

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Augustana College	Meredith College
Bucknell University	Midland Lutheran College
Campbellsville University	Millikin University
College of Our Lady of the Elms	Missouri Southern State University
Concordia College	Mitchell College
Defiance College	Mount Ida College
Drew University	Muhlenberg College
Edward Waters College	Oglethorpe University
Elizabethtown College	Randolph-Macon College
Florida Southern College	Saint Anselm College
Georgia Gwinnett College	Saint Olaf College
Goucher College	Shorter College
Grinnell College	Simons Rock College of Bard
Harris-Stowe State College	Southern Vermont College
Hendrix College	University of Maine at Presque Isle
Hilbert College	University of the Ozarks
John Brown University	University of Wisconsin-Green Bay
Judson College	University of Wisconsin-Parkside
King College	Utah Valley University
Lane College	Voorhees College
Linfield College	Washington and Lee University
Luther College	Wheaton College
Lyndon State College	Whittier College
Macon State College	William Jewell College

**Master's Colleges and Universities**

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Alvernia College	Norfolk State University
Armstrong Atlantic State University	North Georgia College & State University
Bob Jones University	Pacific Lutheran University
California Lutheran University	Prairie View A & M University
California Polytechnic State University-San Luis Obispo	Prescott College
California State University-Bakersfield	Saint Josephs College
Calumet College of Saint Joseph	Saint Xavier University
Carroll College	Southern Connecticut State University
Chaminade University of Honolulu	Springfield College
Chatham University	Texas A & M International University
Converse College	Texas A & M University-Corpus Christi
Cumberland University	Texas Southern University
Elon University	Towson University
Fayetteville State University	University of Evansville
Gannon University	University of Houston-Victoria
Indiana Wesleyan University	University of Mary
Johnson State College	University of Washington-Tacoma Campus
Lewis University	University of Wisconsin-River Falls
Lindenwood University	Wagner College
Lipscomb University	Western Connecticut State University
Medaille College	Westminster College
Minnesota State University-Mankato	Xavier University
Monmouth University	Xavier University of Louisiana
Montana State University-Billings	

<sup>1</sup> For information on the 2010 Carnegie Classifications, see [classifications.carnegiefoundation.org](http://classifications.carnegiefoundation.org).

**Doctorate-Granting Universities**

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Auburn University Main Campus	Texas Tech University
Clark University	University of Georgia
College of William and Mary	University of Massachusetts-Boston
Georgia State University	University of North Carolina at Greensboro
Kent State University-Main Campus	University of North Dakota-Main Campus
Oral Roberts University	University of St. Thomas
Pace University-New York	University of Texas at Arlington, The
Saint Louis University-Main Campus	University of West Florida, The
Seton Hall University	University of Wisconsin-Madison
SUNY College of Environmental Science and Forestry	

**Other Carnegie Types**

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Art Institute of Washington, The	Lyme Academy College of Fine Arts
California College of the Arts	Menlo College
Carnegie Mellon, Qatar Campus	University of California-Merced
	Wentworth Institute of Technology

**Canadian Institutions**

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University of Guelph
University of Prince Edward Island
York University