



# Texas Tech University

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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	6	2%	0	0%	5	1%
	1-10	211	67%	42	14%	172	43%
	11-20	67	21%	142	49%	165	42%
	More than 20	32	10%	108	37%	60	14%
	Total	316	100%	292	100%	402	100%
Working for pay	No	142	45%	108	37%	268	66%
	Yes	176	55%	184	63%	136	34%
	Total	318	100%	292	100%	404	100%
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	15	5%	13	4%	118	30%
	1-10	119	38%	169	58%	212	51%
	11-20	112	35%	87	30%	53	14%
	More than 20	71	22%	21	7%	19	6%
	Total	317	100%	290	100%	402	100%
Relaxing and socializing (watching TV, partying, etc.)	None	2	1%	3	1%	7	2%
	1-10	149	47%	168	58%	212	52%
	11-20	113	36%	109	37%	121	30%
	More than 20	53	17%	12	4%	60	16%
	Total	317	100%	292	100%	400	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	58	18%	66	23%	262	56%
	Often/Very often	258	82%	220	77%	203	44%
	Total	316	100%	286	100%	465	100%
Make a class presentation	Never/Sometimes	144	46%	115	40%	369	82%
	Often/Very often	172	54%	169	60%	90	18%
	Total	316	100%	284	100%	459	100%
Come to class without completing readings or assignments	Never/Sometimes	283	90%			347	73%
	Often/Very often	32	10%			116	27%
	Total	315	100%			463	100%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	121	39%	83	29%	240	56%
	Often/Very often	193	61%	202	71%	192	44%
	Total	314	100%	285	100%	432	100%
Work with other students on projects <b>during class</b>	Never/Sometimes	87	28%	148	52%	306	65%
	Often/Very often	228	72%	138	48%	158	35%
	Total	315	100%	286	100%	464	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	184	58%	67	24%	289	60%
	Often/Very often	131	42%	217	76%	174	40%
	Total	315	100%	284	100%	463	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	161	53%			274	60%
	Often/Very often	145	47%			186	40%
	Total	306	100%			460	100%
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	119	39%	78	28%	200	47%
	Often/Very often	188	61%	200	72%	221	53%
	Total	307	100%	278	100%	421	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	218	71%	147	52%	352	82%
	Often/Very often	89	29%	136	48%	80	18%
	Total	307	100%	283	100%	432	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	153	50%	80	29%	196	47%
	Often/Very often	153	50%	198	71%	225	53%
	Total	306	100%	278	100%	421	100%
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	127	41%			267	63%
	Often/Very often	180	59%			163	37%
	Total	307	100%			430	100%
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	143	47%	67	24%	199	47%
	Often/Very often	163	53%	212	76%	222	53%
	Total	306	100%	279	100%	421	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			26	9%	191	42%
	Often/Very often			259	91%	271	58%
	Total			285	100%	462	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			48	17%	224	52%
	Often/Very often			236	83%	207	48%
	Total			284	100%	431	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			101	36%	239	56%
	Often/Very often			177	64%	181	44%
	Total			278	100%	420	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			161	58%	358	86%
	Often/Very often			116	42%	60	14%
	Total			277	100%	418	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			47	17%	160	38%
	Often/Very often			232	83%	252	62%
	Total			279	100%	412	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes			49	18%	155	36%
	Often/Very often			230	82%	257	64%
	Total			279	100%	412	100%
<b>Grades</b>	A or A-	210	65%	169	62%	166	42%
	B or B+	109	34%	92	34%	138	37%
	B- or lower	5	2%	11	4%	78	22%
	Total	324	100%	272	100%	382	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. (clearnma, 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, cenvdivr, 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			All Other Doctoral			Statistical Comparisons		
		Texas Tech								
		Mean	SD	N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School Academic Engagement	Low25	39.2	15.8	13	48.1	12.5	747	-8.82	*	-.62
	Mid50	52.3	15.1	25	53.8	12.2	2,359	-1.45		-.11
	Top25	50.1	21.9	10	59.7	12.6	1,086	-9.66		-.56
Expected Academic Engagement	Low25	48.3	9.6	12	49.6	12.0	1,444	-1.30		-.12
	Mid50	47.1	20.4	21	55.2	12.3	1,964	-8.16		-.50
	Top25	53.6	19.6	9	60.5	13.1	761	-6.90		-.42
Expected Academic Perseverance	Low25	45.1	15.9	8	48.7	12.8	992	-3.59		-.25
	Mid50	48.1	19.2	25	55.1	12.3	2,556	-7.03		-.45
	Top25	54.1	15.6	8	59.7	12.6	612	-5.54		-.39
Expected Academic Difficulty	Low25	51.0	25.2	10	55.4	13.0	568	-4.41		-.23
	Mid50	44.9	15.0	20	54.1	12.8	2,687	-9.26	**	-.67
	Top25	52.3	14.4	12	54.0	13.2	903	-1.76		-.13
Perceived Academic Preparation	Low25	39.0	20.1	11	51.2	13.3	1,131	-12.20	*	-.73
	Mid50	54.8	14.7	23	54.6	12.6	2,067	0.17		.01
	Top25	43.3	17.5	7	57.2	12.6	954	-13.86	*	-.92
Importance of Campus Environment	Low25	42.5	15.3	11	51.0	12.7	1,426	-8.49		-.61
	Mid50	52.8	18.0	17	55.3	12.3	1,799	-2.43		-.16
	Top25	49.0	20.0	12	57.4	13.4	929	-8.40		-.50
All BCSSE-NSSE Respondents		48.3	17.4	48	54.3	13.0	4,227	-5.98	*	-.39

<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>	Texas Tech			All Other Doctoral			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School	Low25	28.6	11.8	13	33.7	13.9	842	-5.14		-0.40
Academic	Mid50	33.3	14.0	25	40.3	14.5	2,621	-7.01	*	-0.49
Engagement	Top25	49.7	17.6	12	47.8	16.7	1,213	1.82		0.11
Expected	Low25	30.0	8.3	12	35.4	13.4	1,620	-5.46	*	-0.50
Academic	Mid50	36.1	15.9	21	42.1	15.1	2,173	-6.02		-0.39
Engagement	Top25	45.5	19.3	11	49.1	17.2	857	-3.61		-0.20
Expected	Low25	29.2	8.2	8	35.9	14.1	1,114	-6.78	*	-0.61
Academic	Mid50	37.1	17.0	26	41.7	15.5	2,817	-4.64		-0.29
Perseverance	Top25	42.4	17.7	9	46.5	16.7	706	-4.12		-0.24
Expected	Low25	35.1	10.5	11	44.1	16.5	609	-8.95	**	-0.66
Academic	Mid50	35.4	14.3	20	41.0	15.4	3,003	-5.68		-0.38
Difficulty	Top25	39.2	22.3	13	39.4	16.0	1,022	-0.23		-0.01
Perceived	Low25	30.7	20.6	11	37.7	15.4	1,258	-6.96		-0.39
Academic	Mid50	38.4	15.1	24	41.0	15.0	2,300	-2.66		-0.18
Preparation	Top25	38.8	12.8	8	45.1	16.6	1,071	-6.27		-0.43
Importance of	Low25	28.1	7.2	11	38.1	14.5	1,582	-9.97	***	-0.92
Campus	Mid50	41.3	13.7	18	41.9	15.4	1,999	-0.68		-0.05
Environment	Top25	38.0	22.4	13	43.9	17.3	1,049	-5.91		-0.30
All BCSSE-NSSE Respondents		36.0	16.2	50	41.1	15.7	4,717	-5.07	*	-0.32

<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			All Other Doctoral			Statistical Comparisons		
		Texas Tech								
		Mean	SD	N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School	Low25	22.6	11.0	13	25.7	14.8	761	-3.07		-0.24
Academic	Mid50	29.9	20.6	25	31.2	15.7	2,387	-1.30		-0.07
Engagement	Top25	43.9	20.1	11	39.9	19.3	1,093	4.04		0.21
Expected	Low25	27.6	13.7	12	26.6	14.3	1,462	0.95		0.07
Academic	Mid50	29.1	19.1	21	33.0	16.1	1,985	-3.89		-0.22
Engagement	Top25	41.7	24.2	10	41.9	20.4	772	-0.26		-0.01
Expected	Low25	25.0	12.9	8	27.0	15.0	1,006	-2.02		-0.14
Academic	Mid50	30.3	18.2	26	33.0	16.8	2,583	-2.77		-0.16
Perseverance	Top25	40.3	27.2	8	38.9	19.6	621	1.42		0.06
Expected	Low25	36.1	17.8	10	35.9	18.6	573	0.16		0.01
Academic	Mid50	26.1	14.5	20	32.4	16.8	2,715	-6.29		-0.40
Difficulty	Top25	34.4	25.7	13	30.4	17.1	919	4.04		0.19
Perceived	Low25	28.5	25.7	11	29.8	16.9	1,149	-1.33		-0.06
Academic	Mid50	30.8	14.6	24	32.5	16.6	2,092	-1.70		-0.11
Preparation	Top25	38.1	23.4	7	35.3	18.4	961	2.76		0.13
Importance of	Low25	22.2	12.4	11	29.1	15.3	1,443	-6.88		-0.50
Campus	Mid50	33.3	16.7	18	33.2	17.1	1,823	0.17		0.01
Environment	Top25	37.8	26.0	12	36.1	19.0	937	1.63		0.07
All BCSSE-NSSE Respondents		31.1	19.6	49	32.5	17.2	4,277	-1.33		-0.07

<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

		Supportive Campus Environment						Statistical Comparisons		
BCSSE Scale	Quartile Range <sup>1</sup>	Texas Tech			All Other Doctoral			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School	Low25	67.9	14.1	13	59.7	16.9	709	8.24	*	0.53
Academic	Mid50	58.3	15.0	25	63.3	17.5	2,253	-4.93		-0.30
Engagement	Top25	73.3	23.4	9	66.1	18.8	1,037	7.22		0.34
Expected	Low25	62.3	12.8	12	59.9	17.4	1,384	2.32		0.15
Academic	Mid50	60.7	18.3	21	64.0	17.3	1,873	-3.29		-0.19
Engagement	Top25	73.6	18.5	8	68.4	19.0	721	5.26		0.28
Expected	Low25	56.3	15.2	8	58.1	16.9	943	-1.83		-0.11
Academic	Mid50	64.8	18.3	24	64.1	17.4	2,443	0.64		0.04
Perseverance	Top25	67.7	16.9	8	68.9	19.2	584	-1.19		-0.07
Expected	Low25	60.6	14.5	10	67.5	18.5	529	-6.94		-0.42
Academic	Mid50	64.3	19.4	19	63.3	17.6	2,572	0.95		0.05
Difficulty	Top25	64.8	16.9	12	61.2	17.7	868	3.66		0.21
Perceived	Low25	63.1	18.9	10	60.2	17.8	1,065	2.85		0.16
Academic	Mid50	63.6	16.5	23	63.7	17.4	1,983	-0.13		-0.01
Preparation	Top25	64.3	21.3	7	66.5	18.4	914	-2.18		-0.11
Importance of	Low25	51.3	16.3	11	59.3	16.4	1,368	-8.01		-0.49
Campus	Mid50	62.6	12.6	16	64.6	17.5	1,721	-1.97		-0.13
Environment	Top25	76.6	16.9	12	67.5	19.4	875	9.11		0.50
All BCSSE-NSSE										
Respondents		63.9	17.4	47	63.3	17.9	4,030	0.52		0.03

IPEDS: 229115

<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

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