



# Western Carolina University

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BCSSE 2011-NSSE 2012 Combined Report  
Cross-Sectional and Longitudinal Results  
August 2012

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2011 and NSSE 2012 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 2011 frequencies and the weighted NSSE 2012 frequencies.

*How many hours in a typical 7-day week did you spend or expect to spend 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	47	2%	0	0%	0	0%
	1-10	1,694	67%	473	19%	158	39%
	11-20	620	25%	1,500	60%	160	39%
	More than 20	165	7%	539	21%	88	22%
	Total	2,526	100%	2,512	100%	406	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 did you spend or expect to spend 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	18	2%	1	0%	0	0%
	1-10	805	76%	246	23%	62	41%
	11-20	186	18%	545	52%	61	39%
	More than 20	51	5%	260	25%	32	19%
	Total	1,060	100%	1,052	100%	155	100%
Working for pay	No	388	37%	523	50%	118	77%
	Yes	667	63%	526	50%	35	23%
	Total	1,055	100%	1,049	100%	153	100%
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	107	10%	72	7%	51	33%
	1-10	412	39%	628	60%	75	49%
	11-20	364	34%	278	26%	20	13%
	More than 20	177	17%	75	7%	9	4%
	Total	1,060	100%	1,053	100%	155	100%
Relaxing and socializing (watching TV, partying, etc.)	None	5	0%	3	0%	1	1%
	1-10	482	46%	600	57%	85	53%
	11-20	397	38%	366	35%	42	27%
	More than 20	173	16%	85	8%	27	18%
	Total	1,057	100%	1,054	100%	155	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	250	24%	192	18%	62	34%
	Often/Very often	808	76%	867	82%	116	66%
	Total	1,058	100%	1,059	100%	178	100%
Make a class presentation	Never/Sometimes	446	42%	314	30%	96	53%
	Often/Very often	615	58%	745	70%	80	47%
	Total	1,061	100%	1,059	100%	176	100%
Come to class without completing readings or assignments	Never/Sometimes	963	91%			153	87%
	Often/Very often	97	9%			24	13%
	Total	1,060	100%			177	100%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	524	50%	342	32%	59	37%
	Often/Very often	532	50%	716	68%	108	63%
	Total	1,056	100%	1,058	100%	167	100%
Work with other students on projects <b>during class</b>	Never/Sometimes	328	31%	406	38%	86	46%
	Often/Very often	731	69%	653	62%	92	54%
	Total	1,059	100%	1,059	100%	178	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	775	73%	309	29%	79	43%
	Often/Very often	283	27%	749	71%	100	57%
	Total	1,058	100%	1,058	100%	179	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	652	62%			81	44%
	Often/Very often	407	38%			96	56%
	Total	1,059	100%			177	100%
Have serious conversations with students of a different race or ethnicity than your own	Never/Sometimes	478	45%	367	35%	71	40%
	Often/Very often	580	55%	691	65%	96	60%
	Total	1,058	100%	1,058	100%	167	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	819	77%	617	58%	129	74%
	Often/Very often	239	23%	442	42%	39	26%
	Total	1,058	100%	1,059	100%	168	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	632	60%	444	42%	67	42%
	Often/Very often	425	40%	615	58%	99	58%
	Total	1,057	100%	1,059	100%	166	100%
Talk with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	481	46%			95	56%
	Often/Very often	576	54%			71	44%
	Total	1,057	100%			166	100%
Have serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	546	52%	322	30%	55	31%
	Often/Very often	510	48%	736	70%	112	69%
	Total	1,056	100%	1,058	100%	167	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			74	7%	30	17%
	Often/Very often			984	93%	146	83%
	Total			1,058	100%	176	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			273	26%	71	43%
	Often/Very often			785	74%	96	57%
	Total			1,058	100%	167	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			325	31%	59	36%
	Often/Very often			734	69%	108	64%
	Total			1,059	100%	167	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never/Sometimes			625	59%	127	75%
	Often/Very often			434	41%	38	25%
	Total			1,059	100%	165	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			216	20%	55	34%
	Often/Very often			843	80%	108	66%
	Total			1,059	100%	163	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes			186	18%	58	36%
	Often/Very often			871	82%	105	64%
	Total			1,057	100%	163	100%
<b>Grades</b>	A or A-	472	45%	531	51%	65	40%
	B or B+	450	43%	437	42%	67	44%
	B- or lower	130	12%	83	8%	20	16%
	Total	1,052	100%	1,051	100%	152	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 students who completed *both* the BCSSE 2011 and NSSE 2012 surveys. Students identified as seniors in your NSSE population file or were from a local NSSE administration were excluded. This report examines the relationships between incoming student characteristics and their reported engagement near the end of the first year. With longitudinal data, you can more effectively identify how students with varying pre-college characteristics were 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.

### **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 behaviors 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)

### **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 58.2, while their peers comprised of all other respondents attending BCSSE master's institutions reported an average LAC score of 60.4. This difference is not statistically significant and has a small effect size of -.16. However their students in the lowest quartile ("Low25") were significantly less engaged compared to their peers (scoring 46.0 and 49.6, respectively). 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 list of included institutions by Basic Carnegie type at the end of this report.

**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	46.0	11.8	67	49.6	12.5	1,916	-3.58	*	-.29
Academic	Mid50	53.7	12.3	141	54.8	12.0	4,660	-1.09		-.09
Engagement	Top25	58.2	14.6	71	60.4	12.5	3,465	-2.17		-.16

**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 Master's			Statistical Comparisons		
		WCU Mean	WCU SD	WCU N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School Academic Engagement	Low25	50.0	15.1	27	49.7	12.4	910	0.25		.02
	Mid50	56.3	10.6	56	55.7	12.2	2,167	0.66		.06
	Top25	63.6	11.2	30	61.8	12.5	1,248	1.81		.15
Expected Academic Engagement	Low25	49.0	10.5	29	50.4	12.5	994	-1.36		-.12
	Mid50	57.4	13.0	54	55.9	12.3	2,124	1.54		.12
	Top25	63.1	11.0	30	61.7	12.6	1,184	1.38		.12
Expected Academic Perseverance	Low25	47.9	10.9	22	51.3	12.5	980	-3.41		-.29
	Mid50	58.2	12.3	63	56.4	12.6	2,619	1.84		.15
	Top25	60.4	12.6	28	62.3	12.9	696	-1.90		-.15
Expected Academic Difficulty	Low25	55.7	10.3	29	57.7	13.5	1,055	-1.99		-.17
	Mid50	58.7	12.8	43	55.7	12.8	2,031	2.98		.23
	Top25	55.1	14.5	40	55.6	13.1	1,209	-0.50		-.04
Perceived Academic Preparation	Low25	53.2	13.2	30	52.6	12.8	1,128	0.63		.05
	Mid50	55.7	11.6	46	56.4	12.9	1,769	-0.73		-.06
	Top25	60.9	13.2	37	58.8	12.8	1,390	2.09		.16
Importance of Campus Environment	Low25	54.2	14.4	38	52.6	13.2	1,280	1.67		.12
	Mid50	54.3	11.2	35	55.8	12.5	1,356	-1.50		-.13
	Top25	61.3	11.7	40	59.3	12.6	1,651	2.01		.17
All BCSSE-NSSE Respondents		56.7	12.8	113	56.2	13.1	4,364	0.60		.05

<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**

BCSSE Scale	Quartile Range <sup>1</sup>	Active and Collaborative Learning			All Other Master's			Statistical Comparisons		
		WCU Mean	WCU SD	WCU N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School Academic Engagement	Low25	43.2	15.1	30	38.2	14.7	988	5.02		0.34
	Mid50	45.4	14.1	66	44.3	14.6	2,320	1.10		0.08
	Top25	54.7	16.9	31	53.4	17.3	1,336	1.30		0.08
Expected Academic Engagement	Low25	41.7	15.3	32	37.4	13.3	1,054	4.33		0.30
	Mid50	47.4	15.1	63	44.8	15.0	2,281	2.61		0.17
	Top25	52.2	15.5	32	53.9	17.4	1,282	-1.73		-0.11
Expected Academic Perseverance	Low25	42.9	14.4	26	40.6	15.8	1,062	2.30		0.15
	Mid50	45.6	13.8	72	45.6	15.4	2,796	0.05		0.00
	Top25	54.8	18.4	29	53.0	18.0	748	1.79		0.10
Expected Academic Difficulty	Low25	47.7	14.2	33	48.7	17.3	1,129	-1.05		-0.07
	Mid50	49.1	16.8	50	45.4	16.0	2,180	3.66		0.22
	Top25	44.5	15.1	43	43.3	15.7	1,296	1.26		0.08
Perceived Academic Preparation	Low25	44.6	13.1	34	41.4	15.0	1,219	3.20		0.23
	Mid50	47.4	16.7	51	45.7	16.2	1,894	1.75		0.11
	Top25	48.9	16.0	42	49.1	17.0	1,485	-0.19		-0.01
Importance of Campus Environment	Low25	44.6	16.8	41	43.1	15.8	1,383	1.46		0.09
	Mid50	44.7	13.3	44	44.7	16.0	1,442	0.02		0.00
	Top25	52.3	15.6	42	48.3	16.7	1,774	3.95		0.24
All BCSSE-NSSE Respondents		47.2	15.6	127	45.6	16.4	4,689	1.56		0.10

<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 Master's			Statistical Comparisons		
		WCU Mean	WCU SD	WCU N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School	Low25	31.5	14.1	27	29.3	15.2	924	2.21		0.15
Academic	Mid50	42.1	19.7	60	35.8	16.4	2,186	6.25	*	0.35
Engagement	Top25	48.0	22.3	30	45.7	20.3	1,254	2.28		0.11
Expected	Low25	34.8	14.7	29	29.1	14.7	1,001	5.67	*	0.39
Academic	Mid50	39.9	18.2	57	36.3	16.9	2,152	3.62		0.21
Engagement	Top25	49.5	24.8	31	46.2	19.8	1,188	3.27		0.15
Expected	Low25	34.9	16.3	22	31.7	17.0	992	3.19		0.19
Academic	Mid50	39.1	18.6	66	36.9	17.5	2,639	2.22		0.12
Perseverance	Top25	50.5	23.1	29	46.7	19.9	703	3.75		0.17
Expected	Low25	48.0	20.5	30	40.1	19.3	1,063	7.89	*	0.40
Academic	Mid50	38.7	18.4	45	36.9	17.9	2,056	1.80		0.10
Difficulty	Top25	39.0	20.9	41	35.5	18.1	1,215	3.50		0.18
Perceived	Low25	37.2	17.8	31	33.8	17.6	1,148	3.44		0.19
Academic	Mid50	39.7	17.8	47	37.2	17.9	1,782	2.57		0.14
Preparation	Top25	46.0	23.5	39	40.4	19.0	1,396	5.57		0.26
Importance of	Low25	38.6	19.2	38	33.7	17.3	1,298	4.91		0.27
Campus	Mid50	39.2	16.9	39	35.8	17.3	1,362	3.33		0.19
Environment	Top25	45.5	23.1	40	41.3	19.2	1,666	4.23		0.20
All BCSSE-NSSE Respondents		41.2	20.0	117	37.3	18.4	4,405	3.88	*	0.20

<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		
		WCU			All Other Master's			Difference	Sig <sup>2</sup>	ES <sup>3</sup>
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	60.2	15.1	25	61.7	17.8	877	-1.48		-0.09
	Mid50	66.9	18.1	53	65.5	18.3	2,077	1.47		0.08
	Top25	74.8	16.6	27	70.2	18.9	1,207	4.62		0.26
Expected Academic Engagement	Low25	61.5	16.4	28	60.9	18.0	962	0.53		0.03
	Mid50	67.9	14.9	49	65.7	18.0	2,039	2.22		0.13
	Top25	72.2	21.7	28	71.0	19.0	1,139	1.21		0.06
Expected Academic Perseverance	Low25	58.1	12.8	21	60.8	17.6	936	-2.73		-0.18
	Mid50	65.4	17.3	58	65.9	18.2	2,533	-0.48		-0.03
	Top25	79.3	16.0	26	74.2	19.0	663	5.06		0.29
Expected Academic Difficulty	Low25	67.8	21.4	26	69.4	18.9	1,020	-1.58		-0.08
	Mid50	71.2	11.6	39	66.1	18.2	1,962	5.13	**	0.34
	Top25	63.6	19.5	39	63.1	18.6	1,150	0.49		0.03
Perceived Academic Preparation	Low25	62.6	16.4	28	62.2	18.7	1,084	0.39		0.02
	Mid50	67.9	14.6	45	66.4	18.1	1,701	1.54		0.09
	Top25	70.7	21.8	32	68.9	18.6	1,339	1.88		0.09
Importance of Campus Environment	Low25	64.1	14.7	36	61.0	18.1	1,222	3.10		0.19
	Mid50	72.3	14.6	31	66.0	17.5	1,312	6.34	*	0.39
	Top25	66.4	21.6	38	70.0	19.0	1,590	-3.55		-0.17
All BCSSE-NSSE Respondents		67.4	17.7	105	66.0	18.6	4,196	1.32		0.07

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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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Bard College at Simon's Rock	Macon State College
Bethune Cookman University	Oglethorpe University
Central Methodist University	Paul Smith's College
Centre College	Southern Vermont College
Clarke University	Southern Virginia University
College of Our Lady of the Elms	Stephens College
Dean College <sup>2</sup>	Union College
East Texas Baptist University	University of Mobile
Florida Southern College	University of South Carolina-Beaufort
Goucher College	University of the Ozarks
Grove City College	Ursinus College
Harris-Stowe State University	Utah Valley University
Hendrix College	Washington College
Hilbert College	Wentworth Institute of Technology
Holy Cross College	Wheaton College
Iowa Wesleyan College	Whittier College
Lenoir-Rhyne University	William Peace University
Lyndon State College	

**Master's Colleges and Universities**

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Abilene Christian University	Norfolk State University
Alvernia University	North Central College
Avila University	Northern Kentucky University
Bellarmino University	Northwestern State University
Bentley University	Oklahoma Christian University
Black Hills State University	Our Lady of the Lake College <sup>3</sup>
Chaminade University of Honolulu	Quincy University
Concordia University Texas	Saint Xavier University
Cumberland University	Sierra Nevada College
Elon University	Stetson University
Hamline University	SUNY-Buffalo State College
Life Pacific College <sup>3</sup>	The Richard Stockton College of New Jersey
Loyola Marymount University	University of North Florida
Marist College	University of St. Francis
Medaille College	Wagner College
Missouri State University	Western Carolina University
Monmouth University	Westminster College
Morehead State University	Xavier University
Nicholls State University	

**Doctorate-Granting Universities**

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Auburn University	Syracuse University
Baylor University	Texas Tech University
East Carolina University	University of Georgia
Oklahoma State University	University of Louisville
Pace University	Widener University

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

<sup>2</sup> Basic Carnegie Classification: Primary Associate's. Included for comparison purposes only.

<sup>3</sup> Basic Carnegie Classification: Special focus institution. Included for comparison purposes only.