



# Hilbert College

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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.

<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	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	5	2%	1	0%	1	2%
	1-10	193	79%	61	25%	49	62%
	11-20	41	17%	133	55%	22	29%
	More than 20	5	2%	49	20%	7	8%
	Total	244	100%	244	100%	79	100%
Working for pay	No	63	26%	21	9%	26	33%
	Yes	178	74%	221	91%	53	67%
	Total	241	100%	242	100%	79	100%
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	33	14%	14	6%	33	37%
	1-10	85	35%	113	47%	28	37%
	11-20	80	33%	80	33%	13	18%
	More than 20	45	19%	36	15%	5	8%
	Total	243	100%	243	100%	79	100%
Relaxing and socializing (watching TV, partying, etc.)	None	2	1%	3	1%	0	0%
	1-10	107	44%	144	59%	51	62%
	11-20	77	32%	70	29%	17	24%
	More than 20	57	23%	27	11%	10	14%
	Total	243	100%	244	100%	78	100%

*How often did you do or expect to do each of the following?*

Ask questions in class or contribute to class discussions	Never/Sometimes	85	35%	45	18%	23	25%
	Often/Very often	160	65%	199	82%	61	75%
	Total	245	100%	244	100%	84	100%
Make a class presentation	Never/Sometimes	111	45%	65	27%	24	27%
	Often/Very often	134	55%	177	73%	59	73%
	Total	245	100%	242	100%	83	100%
Come to class without completing readings or assignments	Never/Sometimes	229	93%			68	80%
	Often/Very often	16	7%			15	20%
	Total	245	100%			83	100%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	117	48%	68	28%	31	35%
	Often/Very often	128	52%	176	72%	49	65%
	Total	245	100%	244	100%	80	100%
Work with other students on projects <b>during class</b>	Never/Sometimes	64	26%	72	30%	47	54%
	Often/Very often	180	74%	172	70%	37	46%
	Total	244	100%	244	100%	84	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	168	69%	84	34%	53	61%
	Often/Very often	76	31%	160	66%	31	39%
	Total	244	100%	244	100%	84	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	149	61%			39	50%
	Often/Very often	96	39%			44	50%
	Total	245	100%			83	100%
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	126	52%	93	38%	40	46%
	Often/Very often	118	48%	151	62%	40	54%
	Total	244	100%	244	100%	80	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	174	71%	120	49%	60	73%
	Often/Very often	71	29%	123	51%	21	27%
	Total	245	100%	243	100%	81	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	151	62%	113	47%	44	52%
	Often/Very often	93	38%	129	53%	36	48%
	Total	244	100%	242	100%	80	100%
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	101	42%			45	53%
	Often/Very often	140	58%			36	47%
	Total	241	100%			81	100%
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	132	55%	76	32%	43	52%
	Often/Very often	110	45%	165	68%	38	48%
	Total	242	100%	241	100%	81	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			16	7%	8	7%
	Often/Very often			228	93%	76	93%
	Total			244	100%	84	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			54	22%	26	35%
	Often/Very often			189	78%	53	65%
	Total			243	100%	79	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			61	25%	28	32%
	Often/Very often			183	75%	52	68%
	Total			244	100%	80	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			113	47%	54	68%
	Often/Very often			130	53%	24	32%
	Total			243	100%	78	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			58	24%	26	32%
	Often/Very often			185	76%	54	68%
	Total			243	100%	80	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes			43	18%	26	34%
	Often/Very often			199	82%	54	66%
	Total			242	100%	80	100%
<b>Grades</b>	A or A-	80	33%	109	46%	40	51%
	B or B+	117	48%	116	49%	23	32%
	B- or lower	45	19%	13	5%	11	17%

<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.



**BCSSE 2010-NSSE 2011 Combined Report**  
**Cross-Sectional Results**  
**Hilbert College**

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Total	242	100%	238	100%	74	100%
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<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, envnacad, 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.

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>	Hilbert			All Other Baccalaureate			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School Academic Engagement	Low25	51.8	13.2	15	50.8	12.5	759	0.91		.07
	Mid50	55.5	15.0	30	56.3	11.8	2,265	-0.71		-.05
	Top25	59.3	15.4	16	61.9	11.9	1,754	-2.61		-.19
Expected Academic Engagement	Low25	46.2	13.9	15	52.7	11.8	1,345	-6.44		-.50
	Mid50	56.7	13.3	31	57.5	12.1	2,190	-0.83		-.07
	Top25	62.7	14.1	15	62.6	12.0	1,218	0.10		.01
Expected Academic Perseverance	Low25	57.8	14.9	21	53.3	12.3	1,669	4.56		.34
	Mid50	51.3	13.3	28	58.6	12.0	2,221	-7.27	**	-.57
	Top25	61.6	15.6	12	62.6	11.9	856	-0.96		-.07
Expected Academic Difficulty	Low25	54.5	16.6	21	58.6	12.7	1,272	-4.17		-.28
	Mid50	54.3	12.8	23	56.8	12.2	1,156	-2.52		-.20
	Top25	58.7	15.0	17	57.1	12.6	2,314	1.59		.12
Perceived Academic Preparation	Low25	55.6	13.0	15	54.3	12.9	1,582	1.35		.10
	Mid50	58.0	14.0	28	58.3	11.9	2,261	-0.34		-.03
	Top25	51.8	17.0	18	61.0	12.1	895	-9.14	*	-.63
Importance of Campus Environment	Low25	59.5	15.8	14	53.7	12.6	921	5.71		.40
	Mid50	52.5	13.5	32	57.0	12.1	2,702	-4.51		-.35
	Top25	58.5	15.7	15	61.6	12.3	1,112	-3.08		-.22
All BCSSE-NSSE Respondents		55.6	14.7	61	57.5	12.6	4,806	-1.88		-.14

<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>	Hilbert			All Other Baccalaureate			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School Academic Engagement	Low25	40.1	19.2	16	38.5	13.9	802	1.57		0.09
	Mid50	47.0	19.5	32	44.2	14.1	2,412	2.77		0.16
	Top25	47.3	11.2	16	52.2	15.7	1,879	-4.85		-0.36
Expected Academic Engagement	Low25	40.1	16.8	16	39.7	13.1	1,419	0.34		0.02
	Mid50	46.4	19.6	32	46.3	14.9	2,334	0.15		0.01
	Top25	48.5	14.3	16	53.3	15.9	1,309	-4.74		-0.31
Expected Academic Perseverance	Low25	47.0	19.5	21	41.9	14.2	1,768	5.05		0.30
	Mid50	42.8	16.7	31	47.2	15.0	2,367	-4.40		-0.28
	Top25	49.2	17.6	12	52.1	16.8	920	-2.91		-0.17
Expected Academic Difficulty	Low25	41.6	14.3	22	49.2	16.2	1,335	-7.57	*	-0.50
	Mid50	48.7	18.1	24	45.4	14.5	1,233	3.28		0.20
	Top25	45.5	20.8	18	45.1	15.4	2,483	0.38		0.02
Perceived Academic Preparation	Low25	42.4	19.3	16	42.8	14.7	1,693	-0.49		-0.03
	Mid50	47.8	19.1	30	46.6	14.9	2,394	1.23		0.07
	Top25	43.9	13.9	18	51.4	16.7	960	-7.49	*	-0.49
Importance of Campus Environment	Low25	48.7	22.9	14	42.8	15.1	988	5.85		0.31
	Mid50	44.7	15.7	34	45.6	14.7	2,856	-0.95		-0.06
	Top25	43.8	17.7	16	50.6	16.6	1,197	-6.72		-0.39
All BCSSE-NSSE Respondents		45.3	17.7	64	46.2	15.5	5,123	-0.90		-0.05

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

BCSSE Scale	Quartile Range <sup>1</sup>	Hilbert			All Other Baccalaureate			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School Academic Engagement	Low25	34.4	19.6	15	30.1	15.6	761	4.30		0.24
	Mid50	47.2	24.3	31	36.1	16.1	2,292	11.09	*	0.55
	Top25	48.8	20.3	16	44.9	19.0	1,773	3.97		0.20
Expected Academic Engagement	Low25	36.3	22.0	15	31.3	15.0	1,355	5.02		0.27
	Mid50	45.2	22.3	31	38.2	17.0	2,209	6.97		0.36
	Top25	51.0	23.1	16	46.5	19.3	1,235	4.51		0.21
Expected Academic Perseverance	Low25	45.8	27.2	21	33.1	15.9	1,690	12.71	*	0.59
	Mid50	38.8	17.1	29	39.4	17.7	2,234	-0.66		-0.04
	Top25	56.1	23.0	12	45.9	19.4	867	10.26		0.48
Expected Academic Difficulty	Low25	39.6	21.2	22	41.7	18.6	1,284	-2.02		-0.10
	Mid50	43.0	22.9	23	38.2	17.3	1,167	4.75		0.24
	Top25	52.9	23.1	17	36.6	17.7	2,336	16.24	**	0.79
Perceived Academic Preparation	Low25	40.6	21.8	16	35.3	16.8	1,600	5.24		0.27
	Mid50	50.6	22.4	28	38.1	17.5	2,279	12.51	**	0.63
	Top25	38.6	22.7	18	44.6	19.5	904	-6.06		-0.29
Importance of Campus Environment	Low25	44.1	27.4	14	34.1	16.8	931	10.02		0.45
	Mid50	43.9	18.5	32	37.4	17.2	2,723	6.42		0.36
	Top25	46.2	27.0	16	44.1	19.3	1,125	2.05		0.09
All BCSSE-NSSE Respondents		44.5	22.7	62	38.4	18.0	4,854	6.15	*	0.30

<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			All Other Baccalaureate			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig <sup>2</sup>	ES <sup>3</sup>
High School Academic Engagement	Low25	64.4	15.8	15	64.1	17.7	734	0.34		0.02
	Mid50	74.9	21.5	30	67.4	17.0	2,186	7.51		0.39
	Top25	68.3	18.9	15	71.4	17.8	1,689	-3.06		-0.17
Expected Academic Engagement	Low25	72.8	21.0	15	64.2	16.8	1,304	8.60		0.46
	Mid50	68.8	20.1	30	68.3	17.0	2,113	0.45		0.02
	Top25	72.2	18.9	15	72.9	18.5	1,168	-0.71		-0.04
Expected Academic Perseverance	Low25	74.7	19.8	21	63.6	17.1	1,602	11.09	*	0.60
	Mid50	65.8	18.3	27	69.6	16.8	2,153	-3.72		-0.21
	Top25	74.3	22.2	12	74.2	18.4	823	0.13		0.01
Expected Academic Difficulty	Low25	70.6	19.1	21	70.6	18.0	1,226	0.04		0.00
	Mid50	72.0	21.9	22	68.8	17.1	1,110	3.15		0.16
	Top25	69.0	18.9	17	66.8	17.6	2,239	2.12		0.12
Perceived Academic Preparation	Low25	70.4	20.4	15	64.9	17.3	1,517	5.43		0.29
	Mid50	71.3	19.5	28	68.9	17.2	2,191	2.45		0.13
	Top25	69.8	21.0	17	72.9	18.0	863	-3.14		-0.16
Importance of Campus Environment	Low25	71.8	21.3	14	62.1	17.1	873	9.72		0.51
	Mid50	67.7	18.1	31	68.4	16.8	2,621	-0.66		-0.04
	Top25	75.6	22.0	15	73.3	18.4	1,073	2.27		0.11
All BCSSE-NSSE Respondents		70.6	19.8	60	68.3	17.6	4,636	2.31		0.12

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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.

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).

**Participating Institutions by Carnegie Type**

**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