



University of North Carolina at Greensboro

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 ¹				NSSE ²	
		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 ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	33	1%	1	0%	1	0%
	1-10	1,654	70%	336	14%	152	38%
	11-20	529	22%	1,181	50%	155	39%
	More than 20	156	7%	848	36%	87	22%
	Total	2,372	100%	2,366	100%	395	100%
Working for pay	No	982	41%	639	27%	262	66%
	Yes	1,385	59%	1,725	73%	134	34%
	Total	2,367	100%	2,364	100%	396	100%
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	218	9%	75	3%	198	49%
	1-10	1,172	49%	1,283	54%	154	39%
	11-20	632	27%	814	34%	31	9%
	More than 20	352	15%	198	8%	10	3%
	Total	2,374	100%	2,370	100%	393	100%
Relaxing and socializing (watching TV, partying, etc.)	None	5	0%	15	1%	3	1%
	1-10	1,053	44%	1,319	56%	227	56%
	11-20	832	35%	855	36%	112	29%
	More than 20	482	20%	183	8%	51	14%
	Total	2,372	100%	2,372	100%	393	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	567	24%	316	13%	208	42%
	Often/Very often	1,807	76%	2,059	87%	275	58%
	Total	2,374	100%	2,375	100%	483	100%
Make a class presentation	Never/Sometimes	994	42%	671	28%	304	63%
	Often/Very often	1,382	58%	1,695	72%	178	37%
	Total	2,376	100%	2,366	100%	482	100%
Come to class without completing readings or assignments	Never/Sometimes	2,188	92%			384	79%
	Often/Very often	188	8%			96	21%
	Total	2,376	100%			480	100%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	905	38%	645	27%	228	52%
	Often/Very often	1,461	62%	1,726	73%	207	48%
	Total	2,366	100%	2,371	100%	435	100%
Work with other students on projects during class	Never/Sometimes	720	30%	1,170	49%	281	57%
	Often/Very often	1,652	70%	1,196	51%	199	43%
	Total	2,372	100%	2,366	100%	480	100%

¹ Blank cells indicate NSSE items with no similar item on BCSSE.

² 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 ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Work with classmates outside of class to prepare class assignments	Never/Sometimes	1,753	74%	518	22%	310	63%
	Often/Very often	618	26%	1,853	78%	174	37%
	Total	2,371	100%	2,371	100%	484	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	1,392	59%			223	47%
	Often/Very often	984	41%			255	53%
	Total	2,376	100%			478	100%
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	1,006	42%	599	25%	171	39%
	Often/Very often	1,363	58%	1,765	75%	252	61%
	Total	2,369	100%	2,364	100%	423	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	1,721	73%	1,147	48%	349	79%
	Often/Very often	649	27%	1,219	52%	87	21%
	Total	2,370	100%	2,366	100%	436	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	1,275	54%	817	35%	173	41%
	Often/Very often	1,095	46%	1,550	65%	246	59%
	Total	2,370	100%	2,367	100%	419	100%
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	968	41%			292	67%
	Often/Very often	1,402	59%			142	33%
	Total	2,370	100%			434	100%
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	1,121	47%	514	22%	184	42%
	Often/Very often	1,245	53%	1,849	78%	238	58%
	Total	2,366	100%	2,363	100%	422	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			109	5%	129	26%
	Often/Very often			2,261	95%	352	74%
	Total			2,370	100%	481	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			415	18%	202	46%
	Often/Very often			1,955	82%	231	54%
	Total			2,370	100%	433	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			752	32%	179	43%
	Often/Very often			1,615	68%	243	57%
	Total			2,367	100%	422	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			1,171	50%	360	85%
	Often/Very often			1,191	50%	60	15%
	Total			2,362	100%	420	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			251	11%	141	34%
	Often/Very often			2,120	89%	264	66%
	Total			2,371	100%	405	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes			289	12%	128	31%
	Often/Very often			2,080	88%	276	69%
	Total			2,369	100%	404	100%
Grades	A or A-	986	42%	793	34%	137	36%
	B or B+	1,166	49%	1,241	53%	152	41%
	B- or lower	208	9%	323	14%	87	23%
	Total	2,360	100%	2,357	100%	376	100%

¹ Blank cells indicate NSSE items with no similar item on BCSSE.

² 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.

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)

NSSE Benchmarks of Effective Educational Practice

Also included in this report are four of the five NSSE Benchmarks¹, 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 & 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)

¹ 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 (***) 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 ¹	NSSEville State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
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 ¹	Level of Academic Challenge						Statistical Comparisons		
		UNC Greensboro			All Other Doctoral			Difference	Sig ²	ES ³
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	49.4	14.5	65	48.3	12.5	791	1.10		.08
	Mid50	55.9	13.7	131	53.3	12.1	1,992	2.57	*	.20
	Top25	60.1	14.9	68	59.5	12.5	1,193	0.56		.04
Expected Academic Engagement	Low25	51.1	13.8	65	49.6	11.9	1,391	1.58		.12
	Mid50	55.8	14.3	128	55.0	12.2	1,684	0.80		.06
	Top25	58.4	15.3	71	59.9	13.1	872	-1.44		-.10
Expected Academic Perseverance	Low25	50.7	15.4	66	48.5	12.6	934	2.15		.15
	Mid50	55.8	13.8	132	54.1	12.2	1,879	1.75		.13
	Top25	59.0	14.6	66	58.9	12.3	1,124	0.13		.01
Expected Academic Difficulty	Low25	54.0	15.3	72	55.1	12.6	1,235	-1.08		-.08
	Mid50	57.9	14.1	103	53.5	13.0	1,405	4.42	**	.33
	Top25	53.4	14.5	89	54.0	13.0	1,296	-0.53		-.04
Perceived Academic Preparation	Low25	53.9	15.4	79	50.6	13.4	854	3.32		.23
	Mid50	55.0	13.7	112	53.9	12.4	1,585	1.17		.09
	Top25	57.3	15.4	73	56.4	12.6	1,490	0.88		.06
Importance of Campus Environment	Low25	53.8	15.3	82	51.2	12.7	1,633	2.68		.19
	Mid50	56.1	14.1	112	55.6	12.2	1,650	0.50		.04
	Top25	55.8	15.0	69	58.1	13.3	648	-2.34		-.17
All BCSSE-NSSE Respondents		55.3	14.7	264	54.2	12.9	4,011	1.19		.09

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

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

³ 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 ¹	UNC Greensboro			All Other Doctoral			Difference	Sig ²	ES ³
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	32.0	13.0	75	34.0	13.9	885	-1.99		-0.15
	Mid50	42.8	15.3	157	39.9	14.3	2,198	2.90	*	0.20
	Top25	48.0	15.0	77	47.5	16.6	1,334	0.56		0.04
Expected Academic Engagement	Low25	34.4	13.8	79	35.4	13.4	1,553	-1.01		-0.07
	Mid50	42.1	15.3	147	41.6	15.1	1,863	0.50		0.03
	Top25	47.1	16.0	83	48.7	16.9	969	-1.63		-0.10
Expected Academic Perseverance	Low25	34.8	14.1	77	36.0	14.1	1,045	-1.21		-0.09
	Mid50	42.7	14.8	152	40.5	15.1	2,080	2.22		0.15
	Top25	45.6	17.1	80	46.0	16.5	1,246	-0.49		-0.03
Expected Academic Difficulty	Low25	42.0	16.0	83	43.4	16.0	1,350	-1.37		-0.09
	Mid50	42.6	15.4	118	40.1	15.2	1,555	2.57		0.17
	Top25	39.8	16.0	108	39.8	15.7	1,464	-0.04		0.00
Perceived Academic Preparation	Low25	38.2	13.3	89	37.1	15.8	943	1.10		0.08
	Mid50	40.8	16.3	135	40.4	14.9	1,771	0.35		0.02
	Top25	45.9	16.4	85	43.8	16.0	1,649	2.15		0.13
Importance of Campus Environment	Low25	37.3	12.6	97	38.6	14.6	1,799	-1.29		-0.09
	Mid50	44.2	16.6	129	42.1	15.6	1,833	2.08		0.13
	Top25	42.0	16.8	82	44.3	17.6	732	-2.27		-0.13
All BCSSE-NSSE Respondents		41.5	15.8	309	41.0	15.7	4,458	0.49		0.03

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

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

³ 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 ¹	Student-Faculty Interaction						Statistical Comparisons		
		UNC Greensboro			All Other Doctoral			Difference	Sig ²	ES ³
		Mean	SD	N	Mean	SD	N			
High School	Low25	25.7	13.0	66	25.9	15.0	806	-0.25		-0.02
Academic	Mid50	34.9	16.8	133	30.9	15.5	2,016	4.00	**	0.25
Engagement	Top25	40.0	17.3	68	39.2	19.2	1,201	0.85		0.05
Expected	Low25	27.0	14.2	65	26.6	14.3	1,409	0.41		0.03
Academic	Mid50	34.0	16.2	130	32.4	15.9	1,703	1.63		0.10
Engagement	Top25	39.9	18.0	72	41.3	20.1	883	-1.37		-0.07
Expected	Low25	27.1	11.6	67	27.0	15.2	947	0.16		0.01
Academic	Mid50	34.1	17.2	134	32.1	16.6	1,901	2.09		0.12
Perseverance	Top25	40.3	18.3	66	37.3	18.6	1,137	2.99		0.16
Expected	Low25	34.1	15.3	73	34.9	17.8	1,248	-0.82		-0.05
Academic	Mid50	35.3	18.8	104	31.4	16.7	1,419	3.96	*	0.22
Difficulty	Top25	32.1	15.5	90	30.9	17.2	1,316	1.18		0.07
Perceived	Low25	29.3	13.4	80	29.7	17.4	865	-0.38		-0.02
Academic	Mid50	35.5	17.6	112	31.7	16.4	1,613	3.85	*	0.23
Preparation	Top25	36.4	18.1	75	34.5	17.8	1,499	1.85		0.10
Importance of	Low25	31.1	15.0	84	29.5	15.6	1,651	1.54		0.10
Campus	Mid50	34.2	17.0	112	33.3	17.1	1,675	0.98		0.06
Environment	Top25	36.3	18.0	70	37.1	19.9	652	-0.76		-0.04
All BCSSE-NSSE	Respondents	33.9	16.8	267	32.3	17.3	4,059	1.55		0.09

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

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

³ 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 ¹	Supportive Campus Environment						Statistical Comparisons		
		UNC Greensboro			All Other Doctoral			Difference	Sig ²	ES ³
		Mean	SD	N	Mean	SD	N			
High School	Low25	59.9	15.3	62	60.5	17.0	751	-0.61	-0.04	
Academic	Mid50	61.3	20.0	124	63.1	17.3	1,908	-1.82	-0.10	
Engagement	Top25	64.5	21.9	64	66.1	18.6	1,137	-1.62	-0.08	
Expected	Low25	58.3	18.8	63	60.0	17.3	1,333	-1.71	-0.09	
Academic	Mid50	61.3	18.6	122	63.8	17.1	1,604	-2.52	-0.14	
Engagement	Top25	66.0	21.0	65	68.4	18.5	832	-2.35	-0.12	
Expected	Low25	60.2	16.0	62	57.9	17.0	889	2.29	0.14	
Academic	Mid50	60.6	19.9	127	63.7	17.0	1,798	-3.09	-0.17	
Perseverance	Top25	65.7	21.5	61	67.8	18.4	1,073	-2.10	-0.11	
Expected	Low25	63.7	20.1	67	65.7	17.7	1,169	-2.05	-0.11	
Academic	Mid50	63.2	19.8	100	63.0	17.5	1,346	0.19	0.01	
Difficulty	Top25	58.5	18.3	83	62.0	17.8	1,245	-3.50	-0.19	
Perceived	Low25	60.3	17.3	75	60.1	18.1	800	0.24	0.01	
Academic	Mid50	60.8	20.7	106	63.1	16.9	1,524	-2.29	-0.12	
Preparation	Top25	64.7	19.6	69	65.9	18.2	1,428	-1.17	-0.06	
Importance of	Low25	56.0	18.2	78	59.7	16.3	1,561	-3.75	-0.22	
Campus	Mid50	62.8	18.2	104	65.4	17.7	1,584	-2.52	-0.14	
Environment	Top25	66.7	21.4	67	68.4	19.4	609	-1.65	-0.08	
All BCSSE-NSSE	Respondents	61.8	19.5	250	63.5	17.8	3,827	-1.70	-0.09	

IPEDS: 199148

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

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

³ 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.¹

Baccalaureate Colleges

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

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	

¹ For information on the 2010 Carnegie Classifications, see classifications.carnegiefoundation.org.

Doctorate-Granting Universities

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

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

University of Guelph
University of Prince Edward Island
York University