Missouri State University

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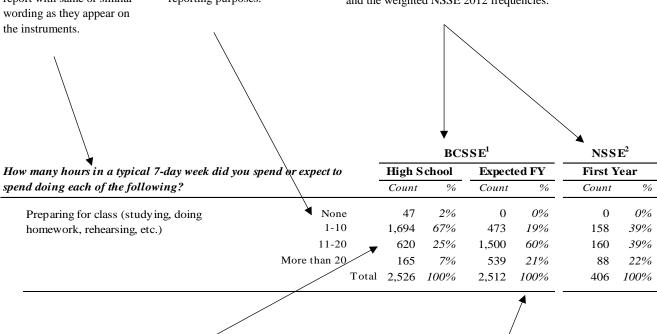
Variables
The items from the BCSSE and NSSE surveys appear in the left column of the report with same or similar wording as they appear on the instruments.

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[1]				NSSE[2]	
		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.

BCSSE
beginning college survey
of student engagement

How many hours in a typical 7-day week did you spend or expect to spend 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		13	*2%*	1	*0%*	0	*0%*
	1-10		408	*72%*	108	*19%*	104	*39%*
	11-20		118	*21%*	290	*52%*	120	*42%*
	More than 20		31	*5%*	160	*29%*	53	*19%*
		Total	570	*100%*	559	*100%*	277	*100%*
Working for pay	No		185	*32%*	156	*28%*	179	*65%*
	Yes		385	*68%*	404	*72%*	98	*35%*
		Total	570	*100%*	560	*100%*	277	*100%*
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None		52	*9%*	14	*2%*	65	*23%*
	1-10		215	*38%*	313	*56%*	156	*54%*
	11-20		210	*37%*	186	*33%*	38	*14%*
	More than 20		93	*16%*	48	*9%*	20	*10%*
		Total	570	*100%*	561	*100%*	279	*100%*
Relaxing and socializing (watching TV, partying, etc.)	None		4	*1%*	3	*1%*	1	*0%*
	1-10		278	*49%*	313	*56%*	150	*53%*
	11-20		202	*35%*	197	*35%*	89	*33%*
	More than 20		87	*15%*	48	*9%*	38	*13%*
		Total	571	*100%*	561	*100%*	278	*100%*

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

			Count	*%*	*Count*	*%*	*Count*	*%*
Ask questions in class or contribute to class discussions	Never/Sometimes		113	*20%*	122	*22%*	149	*46%*
	Often/Very often		456	*80%*	437	*78%*	170	*54%*
		Total	569	*100%*	559	*100%*	319	*100%*
Make a class presentation	Never/Sometimes		229	*40%*	167	*30%*	197	*59%*
	Often/Very often		338	*60%*	385	*70%*	125	*41%*
		Total	567	*100%*	552	*100%*	322	*100%*
Come to class without completing readings or assignments	Never/Sometimes		524	*93%*			248	*75%*
	Often/Very often		41	*7%*			73	*25%*
		Total	565	*100%*			321	*100%*
Discuss grades or assignments with a teacher/instructor	Never/Sometimes		230	*41%*	200	*36%*	152	*51%*
	Often/Very often		335	*59%*	360	*64%*	147	*49%*
		Total	565	*100%*	560	*100%*	299	*100%*
Work with other students on projects **during class**	Never/Sometimes		186	*33%*	256	*46%*	200	*62%*
	Often/Very often		383	*67%*	302	*54%*	120	*38%*
		Total	569	*100%*	558	*100%*	320	*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.

BCSSE beginning college survey of student engagement

How often did you do or expect to do each of the following?			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		397	70%	174	31%	211	63%
	Often/Very often		172	30%	382	69%	111	37%
		Total	569	100%	556	100%	322	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes		261	46%			167	54%
	Often/Very often		305	54%			151	46%
		Total	566	100%			318	100%
Have serious conversations with students of a different race or ethnicity than your own	Never/Sometimes		335	59%	202	37%	190	64%
	Often/Very often		229	41%	345	63%	104	36%
		Total	564	100%	547	100%	294	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes		430	77%	306	55%	242	78%
	Often/Very often		132	23%	250	45%	57	22%
		Total	562	100%	556	100%	299	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes		304	54%	211	38%	127	43%
	Often/Very often		260	46%	340	62%	167	57%
		Total	564	100%	551	100%	294	100%
Talk with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes		245	43%			159	54%
	Often/Very often		321	57%			139	46%
		Total	566	100%			298	100%
Have serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes		298	53%	166	30%	163	52%
	Often/Very often		264	47%	384	70%	131	48%
		Total	562	100%	550	100%	294	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes				35	6%	62	20%
	Often/Very often				521	94%	258	80%
		Total			556	100%	320	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes				134	24%	149	47%
	Often/Very often				420	76%	149	53%
		Total			554	100%	298	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes				180	33%	130	45%
	Often/Very often				372	67%	163	55%
		Total			552	100%	293	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never/Sometimes				313	57%	249	83%
	Often/Very often				233	43%	44	17%
		Total			546	100%	293	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes				109	20%	114	38%
	Often/Very often				441	80%	176	62%
		Total			550	100%	290	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes				106	19%	111	38%
	Often/Very often				442	81%	179	62%
		Total			548	100%	290	100%
Grades	A or A-		377	65%	274	50%	139	48%
	B or B+		185	32%	242	44%	100	39%
	B- or lower		21	4%	28	5%	30	13%
		Total	583	100%	544	100%	269	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 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:

High School Academic Engagement	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)
Expected Academic Engagement	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
Expected Academic Perseverance	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
Expected Academic Difficulty	Expected academic difficulty during the first year of college. (clearnma, cmantime, cgethelp, cintfac)
Perceived Academic Preparation	Student perception of their academic preparation. (cgnwrite, cgnspeak, cgnanaly, cgnquant, cgncompt, cgnother, cgninq)
Importance of Campus Environment	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[1], with the component items in parentheses:

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

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[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 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.
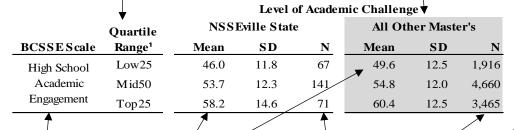
Comparison Group
Data from all other institutions at either the baccalaureate, master's, or doctoral level. See list of included institutions by Basic Carnegie type at the end of this report.

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

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.

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 Academic Engagement	Low25	46.0	11.8	67	49.6	12.5	1,916	-3.58	*	-.29
	Mid50	53.7	12.3	141	54.8	12.0	4,660	-1.09		-.09
	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

		Level of Academic Challenge								
	Quartile	**Missouri State**			**All Other Master's**			**Statistical Comparisons**		
BCSSE Scale	**Range[1]**	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	**Difference**	**Sig[2]**	**ES[3]**
High School Academic Engagement	Low25	46.9	12.7	28	50.1	12.5	1,003	-3.20		-.25
	Mid50	52.1	10.8	57	56.2	12.2	2,212	-4.06	**	-.35
	Top25	59.2	10.0	26	62.2	12.7	1,112	-2.97		-.26
Expected Academic Engagement	Low25	48.1	11.3	27	49.6	12.5	758	-1.53		-.13
	Mid50	50.9	11.2	57	55.5	12.4	2,117	-4.61	**	-.39
	Top25	60.1	10.8	27	61.0	12.6	1,429	-0.92		-.08
Expected Academic Perseverance	Low25	45.8	11.3	26	51.4	12.5	976	-5.58	*	-.47
	Mid50	52.7	10.0	56	55.6	12.4	1,991	-2.91	*	-.26
	Top25	57.8	13.3	28	61.0	12.9	1,331	-3.20		-.24
Expected Academic Difficulty	Low25	54.0	9.8	28	57.1	13.1	1,546	-3.04		-.27
	Mid50	50.9	11.8	48	55.6	12.8	1,973	-4.74	**	-.39
	Top25	53.0	13.5	34	56.4	13.6	778	-3.41		-.25
Perceived Academic Preparation	Low25	45.3	11.5	33	53.0	12.8	1,359	-7.71	***	-.64
	Mid50	54.4	10.8	56	56.9	12.8	2,096	-2.50		-.21
	Top25	58.9	9.8	20	60.1	13.0	836	-1.22		-.11
Importance of Campus Environment	Low25	47.3	11.3	33	53.1	13.2	1,574	-5.86	**	-.48
	Mid50	53.9	11.4	50	56.7	12.2	1,674	-2.77		-.23
	Top25	55.6	11.9	27	60.4	13.0	1,042	-4.76	*	-.38
All BCSSE-NSSE Respondents		52.5	11.9	111	56.3	13.1	4,366	-3.80	***	-.30

[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

BCSSE Scale	Quartile Range[1]	Missouri State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig[2]	ES[3]
High School Academic Engagement	Low25	37.7	15.0	29	38.7	14.8	1,092	-1.03		-0.07
	Mid50	40.4	13.7	61	45.1	14.9	2,374	-4.65	**	-0.33
	Top25	52.0	17.2	29	53.6	17.4	1,186	-1.67		-0.10
Expected Academic Engagement	Low25	36.0	14.5	28	37.0	13.6	809	-1.06		-0.08
	Mid50	40.4	12.7	60	44.1	14.8	2,276	-3.70	*	-0.27
	Top25	52.8	17.8	31	52.8	17.1	1,540	-0.06		0.00
Expected Academic Perseverance	Low25	37.1	14.4	27	40.8	15.7	1,061	-3.67		-0.24
	Mid50	39.8	13.8	57	44.6	15.2	2,121	-4.77	*	-0.33
	Top25	51.1	16.9	34	51.3	17.0	1,433	-0.15		-0.01
Expected Academic Difficulty	Low25	45.7	17.4	30	47.8	16.9	1,650	-2.10		-0.12
	Mid50	42.6	12.9	52	44.9	16.1	2,124	-2.35		-0.16
	Top25	39.5	17.9	36	43.8	15.7	839	-4.33		-0.26
Perceived Academic Preparation	Low25	35.3	12.4	35	42.2	15.1	1,469	-6.86	**	-0.50
	Mid50	44.3	15.1	57	46.4	16.3	2,244	-2.09		-0.13
	Top25	48.2	18.7	25	50.1	17.3	895	-1.85		-0.10
Importance of Campus Environment	Low25	39.7	13.9	36	43.4	15.9	1,706	-3.76		-0.25
	Mid50	40.9	13.4	51	45.7	15.8	1,779	-4.79	*	-0.33
	Top25	48.2	19.9	31	49.4	17.3	1,123	-1.17		-0.06
All BCSSE-NSSE Respondents		42.6	15.8	119	45.7	16.4	4,697	-3.17	*	-0.20

[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

Student-Faculty Interaction

BCSSE Scale	Quartile Range[1]	Missouri State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig[2]	ES[3]
High School Academic Engagement	Low25	26.6	15.1	28	29.5	15.2	1,017	-2.95		-0.19
	Mid50	32.0	14.1	57	36.7	16.8	2,238	-4.71	*	-0.30
	Top25	39.9	16.4	26	46.5	20.4	1,115	-6.61	*	-0.36
Expected Academic Engagement	Low25	24.9	11.7	27	28.8	14.8	764	-3.93		-0.30
	Mid50	31.7	13.8	57	35.7	16.8	2,149	-3.98	*	-0.26
	Top25	41.7	17.9	27	45.1	19.8	1,434	-3.37		-0.18
Expected Academic Perseverance	Low25	29.1	13.6	26	31.8	17.0	988	-2.79		-0.18
	Mid50	30.9	15.0	56	36.1	17.5	2,012	-5.20	*	-0.32
	Top25	38.7	17.0	28	43.9	19.1	1,341	-5.22		-0.29
Expected Academic Difficulty	Low25	34.5	17.8	28	39.5	18.9	1,560	-4.94		-0.27
	Mid50	31.8	13.9	48	36.4	18.0	1,997	-4.58	*	-0.29
	Top25	31.7	16.1	34	36.6	18.4	783	-4.96		-0.29
Perceived Academic Preparation	Low25	27.1	14.1	33	34.4	17.5	1,382	-7.29	**	-0.46
	Mid50	35.5	15.8	56	37.8	18.3	2,111	-2.29		-0.13
	Top25	33.1	15.9	20	42.2	19.5	841	-9.12	*	-0.52
Importance of Campus Environment	Low25	30.3	14.0	33	34.3	17.4	1,595	-3.98		-0.25
	Mid50	32.4	14.6	50	37.3	17.4	1,689	-4.91	*	-0.31
	Top25	35.1	18.8	27	42.7	20.3	1,049	-7.60	*	-0.39
All BCSSE-NSSE Respondents		32.5	15.5	111	37.5	18.5	4,411	-5.04	***	-0.30

[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

Supportive Campus Environment

BCSSE Scale	Quartile Range[1]	Missouri State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig[2]	ES[3]
High School Academic Engagement	Low25	60.5	18.4	28	61.9	18.1	966	-1.38		-0.08
	Mid50	60.6	18.4	54	66.0	18.2	2,119	-5.33	*	-0.29
	Top25	66.8	18.4	24	70.4	18.8	1,075	-3.62		-0.19
Expected Academic Engagement	Low25	55.0	20.0	27	59.8	18.0	731	-4.74		-0.25
	Mid50	62.6	17.4	54	65.6	17.8	2,029	-3.09		-0.18
	Top25	68.3	17.0	25	70.4	18.9	1,379	-2.11		-0.12
Expected Academic Perseverance	Low25	56.3	15.4	26	60.9	17.5	931	-4.56		-0.28
	Mid50	62.8	18.4	53	65.1	17.9	1,919	-2.22		-0.12
	Top25	64.6	19.7	26	71.8	18.9	1,282	-7.14		-0.37
Expected Academic Difficulty	Low25	64.3	20.9	27	68.7	18.5	1,492	-4.41		-0.22
	Mid50	60.4	17.0	46	65.2	18.2	1,895	-4.79		-0.27
	Top25	61.2	17.6	32	63.7	19.1	744	-2.46		-0.13
Perceived Academic Preparation	Low25	54.2	19.0	32	63.1	18.5	1,312	-8.93	**	-0.48
	Mid50	67.6	14.7	54	66.8	18.2	2,013	0.75		0.05
	Top25	59.0	20.1	18	69.8	18.9	800	-10.85	*	-0.56
Importance of Campus Environment	Low25	58.6	17.3	33	61.5	17.9	1,504	-2.94		-0.17
	Mid50	60.5	19.7	47	67.4	17.3	1,624	-6.84	*	-0.37
	Top25	67.9	15.2	25	71.3	20.0	996	-3.41		-0.19
All BCSSE-NSSE Respondents		62.0	18.4	106	66.2	18.6	4,195	-4.18	*	-0.23

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[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.

The following is the list of institutions by Basic Carnegie type that were included in the longitudinal analysis.[1]

Baccalaureate Colleges

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[2]	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

Abilene Christian University	Norfolk State University
Alvernia University	North Central College
Avila University	Northern Kentucky University
Bellarmine University	Northwestern State University
Bentley University	Oklahoma Christian University
Black Hills State University	Our Lady of the Lake College[3]
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[3]	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

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

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

[2] Basic Carnegie Classfication: Primary Associate's. Included for comparison purposes only.

[3] Basic Carnegie Classfication: Special focus institution. Included for comparison purposes only.