



BCSSE 2019-NSSE 2020 Combined Report

California State University, Sacramento

The BCSSE 2019-NSSE 2020 Combined Report provides a useful summary of the detailed information contained in your students' BCSSE and NSSE responses. This report contains a summary of administration details, cross-sectional results, longitudinal results, and participating institutions.

Report Sections

| | |
|--|--|
| Administration Details (p. 3) | Provides important information regarding the population and respondent counts, as well as respondent characteristics. |
| Cross-sectional Results (p. 4) | Based on all first-year student respondents from your institution's BCSSE 2019 and NSSE 2020 administrations (in contrast to the longitudinal results which contain only matched data), these data provide the best estimates of your students' pre-college characteristics and their engagement during the first year. By displaying cross-sectional results side-by-side, you can identify areas of correspondence and gaps in engagement for better understanding of the first-year student experience. |
| Longitudinal Results (p. 9) | Compares BCSSE 2019 and NSSE 2020 results for students who completed both surveys. Means for BCSSE scales and NSSE Engagement Indicators (EIs) are presented for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and expectations for studying ('16 or more hours per week' and '15 or fewer hours per week') and whether the expectations were met. These results reveal which BCSSE scales and NSSE EIs are associated with entering grade expectations and meeting those expectations. |
| Participating Institutions (p. 13) | A complete list of institutions by Basic Carnegie type included in this report. |

BCSSE Scales and NSSE Engagement Indicators

Three BCSSE Scales and all Ten NSSE Engagement Indicators are included in the longitudinal section (see box at right). The BCSSE Scales and corresponding NSSE EIs provide valuable information about distinct aspects of student engagement by summarizing students' responses to sets of related survey questions. Each BCSSE Scale is a combination of three to seven items.

The BCSSE Scales are constructed using the same approach as the NSSE EIs. Each scale is scored on a range from 0 to 60. First, component items are converted to a 60-point scale (e.g., never=0, sometimes=20, often=40, and very often=60), and then averaged to create student-level scores. Institutional scores are the averages of your students' scores. Student-level scores for both the BCSSE Scales and NSSE EIs are included in your BCSSE-NSSE data file.

For more information about BCSSE, visit bcse.indiana.edu.

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit nsse.indiana.edu/nsse/survey-instruments/engagement-indicators.html.

BCSSE Scales and NSSE Engagement Indicators in the Longitudinal Results

BCSSE Scales

- Expected Academic Perseverance
- Perceived Academic Preparation
- Importance of Campus Support

NSSE Engagement Indicators

- Higher-Order Learning
- Reflective & Integrative Learning
- Quantitative Reasoning
- Learning Strategies
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching
- Quality of Interactions
- Supportive Environment

This section provides important information about the population, sample, and number of first-year respondents for both BCSSE and NSSE. It also includes respondent characteristics for the cross-sectional and longitudinal results that follow. This information can be useful for assessing data quality and planning future BCSSE administrations.

BCSSE 2019-NSSE 2020 Population and Respondents

| | Count |
|---|-------|
| BCSSE 2019 respondents (cross-sectional data) | 1,096 |
| First-year students included in NSSE 2020 population file ^a | 5,112 |
| BCSSE 2019 respondents identified in the NSSE 2020 population file ^a | 990 |
| BCSSE 2019 respondents invited to participate in NSSE 2020 ^b | 990 |
| NSSE 2020 first-year respondents | 438 |
| BCSSE 2019-NSSE 2020 matched respondents (longitudinal data) ^a | 98 |

a. BCSSE respondents identified later in your NSSE population file who are not first-year students are excluded from this report.

b. Adjusted to exclude students identified as ineligible, survey invitations returned as undeliverable, or because a NSSE census administration was not conducted.

Respondent Characteristics

| | Cross-sectional (%) | | Longitudinal (%) |
|---|---------------------|-------------------|-------------------------|
| | BCSSE ^a | NSSE ^b | BCSSE-NSSE ^c |
| Gender | | | |
| Man | 40 | 43 | 28 |
| Woman | 58 | 55 | 67 |
| Another gender identity | 1 | 2 | 2 |
| Prefer not to respond | 1 | 1 | 3 |
| Race/ethnicity | | | |
| American Indian or Alaska Native | 0 | 0 | 0 |
| Asian | 17 | 28 | 22 |
| Black or African American | 8 | 5 | 6 |
| Hispanic or Latino | 29 | 27 | 22 |
| Middle Eastern or North African | 1 | 1 | 2 |
| Native Hawaiian or other Pacific Islander | 2 | 2 | 0 |
| White | 19 | 15 | 27 |
| Another race or ethnicity | 0 | 2 | 0 |
| Multiracial | 24 | 19 | 19 |
| I prefer not to respond | 0 | 2 | 3 |
| Enrollment status | | | |
| Full-time | 98 | 96 | 100 |
| Less than full-time | 2 | 4 | 0 |

a. Student-reported characteristics for all BCSSE 2019 respondents.

b. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2020 respondents.

c. Student-reported characteristics for matched students who completed both BCSSE 2019 and NSSE 2020.



BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

California State University, Sacramento

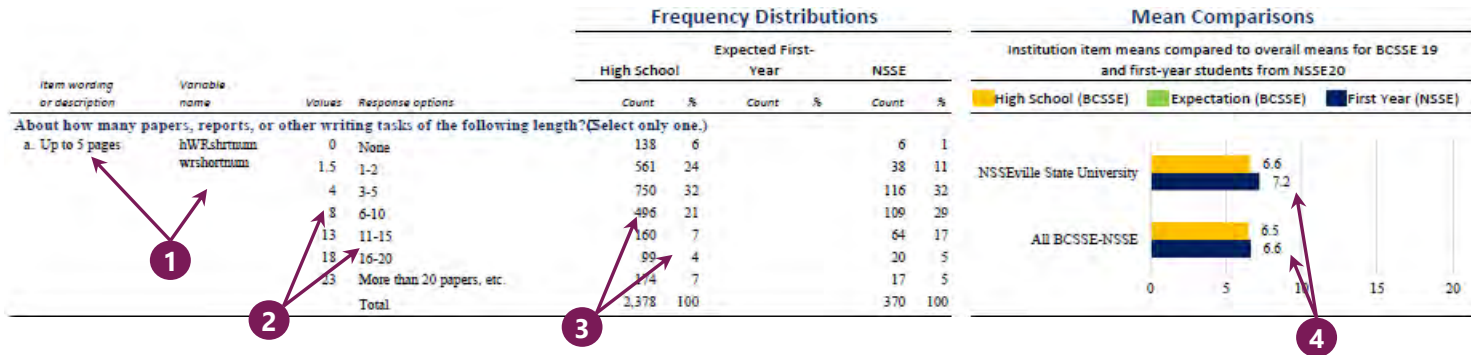
This Cross-Sectional Results report presents item-by-item student responses and mean comparisons from your institution's BCSSE 2019 and NSSE 2020 administrations (in contrast to the longitudinal results which contain only matched data), providing the best estimates of your students' pre-college characteristics and their engagement during the first year. By displaying cross-sectional results side-by-side, you can identify areas of correspondence and gaps in engagement for better understanding of the first-year student experience.

1. Item wording and variable names:

Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

2. Values and response options:

Values are used to calculate means. Response options are worded as they appear on the instrument.



3. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.

4. **Overall mean:** Mean scores for each item for the institution and all BCSSE-NSSE institutions. These results allow institutions to quickly compare their BCSSE-NSSE cross-sectional results with all BCSSE-NSSE cross-sectional results.

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

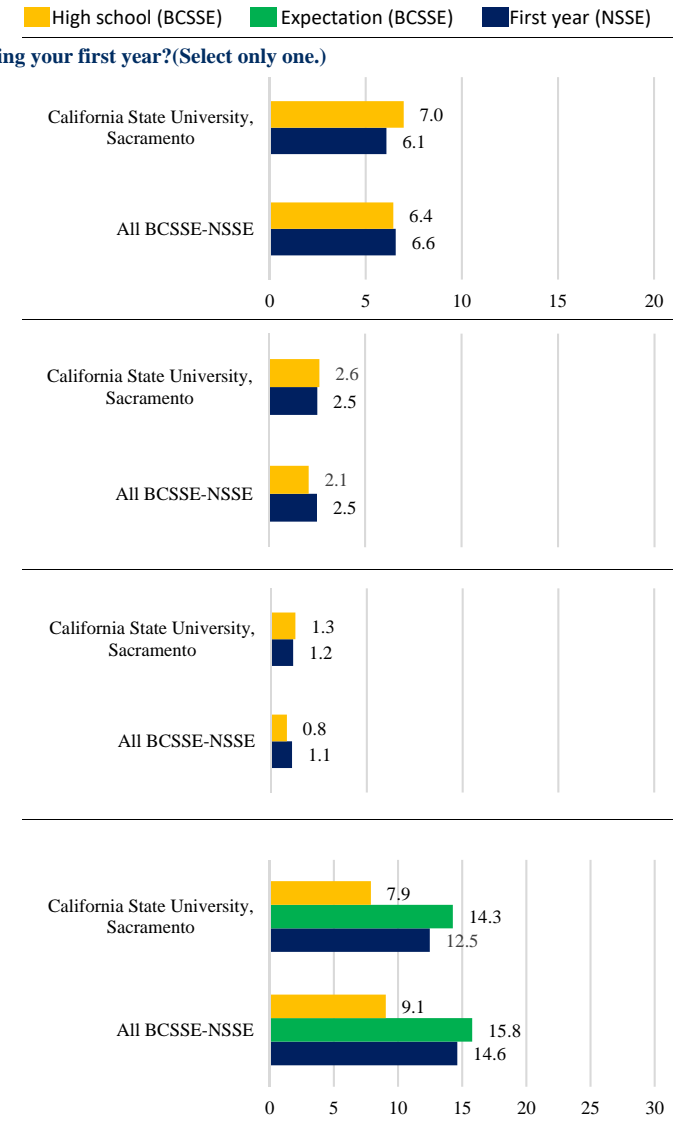
California State University, Sacramento

Frequency Distributions

| Item wording or description | Variable name | Values | Response options | High school | | Expected first-year | | NSSE | | |
|---|---------------|--------------|---------------------------|-------------|-----|---------------------|-----|-------|-----|-----|
| | | | | Count | % | Count | % | Count | % | |
| | | | | | | | | | | |
| About how many papers, reports, or other writing tasks of the following length did you complete in high school and been assigned during your first year?(Select only one.) | | | | | | | | | | |
| a. Up to 5 pages | hWRshrtnum | 0 | None | 73 | 7 | | | 22 | 7 | |
| | wrshortnum | 1.5 | 1-2 | 198 | 20 | | | 61 | 22 | |
| | | 4 | 3-5 | 313 | 32 | | | 107 | 36 | |
| | | 8 | 6-10 | 194 | 20 | | | 56 | 18 | |
| | | 13 | 11-15 | 67 | 7 | | | 23 | 8 | |
| | | 18 | 16-20 | 42 | 4 | | | 8 | 3 | |
| | | 23 | More than 20 papers, etc. | 91 | 9 | | | 15 | 5 | |
| | | Total | | | 978 | 100 | | | 292 | 100 |
| b. Between 6 and 10 pages | hWRmdnum | 0 | None | 328 | 35 | | | 121 | 41 | |
| | wrmednum | 1.5 | 1-2 | 343 | 36 | | | 85 | 29 | |
| | | 4 | 3-5 | 148 | 16 | | | 50 | 17 | |
| | | 8 | 6-10 | 86 | 9 | | | 26 | 9 | |
| | | 13 | 11-15 | 19 | 2 | | | 3 | 1 | |
| | | 18 | 16-20 | 8 | 1 | | | 3 | 1 | |
| | | 23 | More than 20 papers, etc. | 13 | 1 | | | 5 | 2 | |
| | | Total | | | 945 | 100 | | | 293 | 100 |
| c. 11 pages or more | hWRlngnum | 0 | None | 660 | 70 | | | 225 | 78 | |
| | wrlongnum | 1.5 | 1-2 | 183 | 19 | | | 38 | 13 | |
| | | 4 | 3-5 | 47 | 5 | | | 8 | 2 | |
| | | 8 | 6-10 | 26 | 3 | | | 10 | 3 | |
| | | 13 | 11-15 | 10 | 1 | | | 6 | 2 | |
| | | 18 | 16-20 | 7 | 1 | | | 0 | 0 | |
| | | 23 | More than 20 papers, etc. | 12 | 1 | | | 4 | 2 | |
| | | Total | | | 945 | 100 | | | 291 | 100 |
| How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following? | | | | | | | | | | |
| a. Preparing for class (studying, reading, doing homework, etc.) | hacadr13hrs | 0 | 0 | 22 | 2 | 1 | 0 | 3 | 2 | |
| | cacadr13hrs | 3 | 1-5 | 402 | 42 | 84 | 11 | 57 | 22 | |
| | tmprephrs | 8 | 6-10 | 312 | 32 | 188 | 25 | 67 | 26 | |
| | | 13 | 11-15 | 123 | 13 | 173 | 23 | 48 | 18 | |
| | | 18 | 16-20 | 67 | 7 | 157 | 21 | 40 | 15 | |
| | | 23 | 21-25 | 18 | 2 | 82 | 11 | 16 | 6 | |
| | | 28 | 26-30 | 9 | 1 | 31 | 4 | 10 | 4 | |
| | 33 | More than 30 | 14 | 1 | 34 | 5 | 16 | 7 | | |
| | | Total | | | 967 | 100 | 750 | 100 | 257 | 100 |

Mean Comparisons

Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20



a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

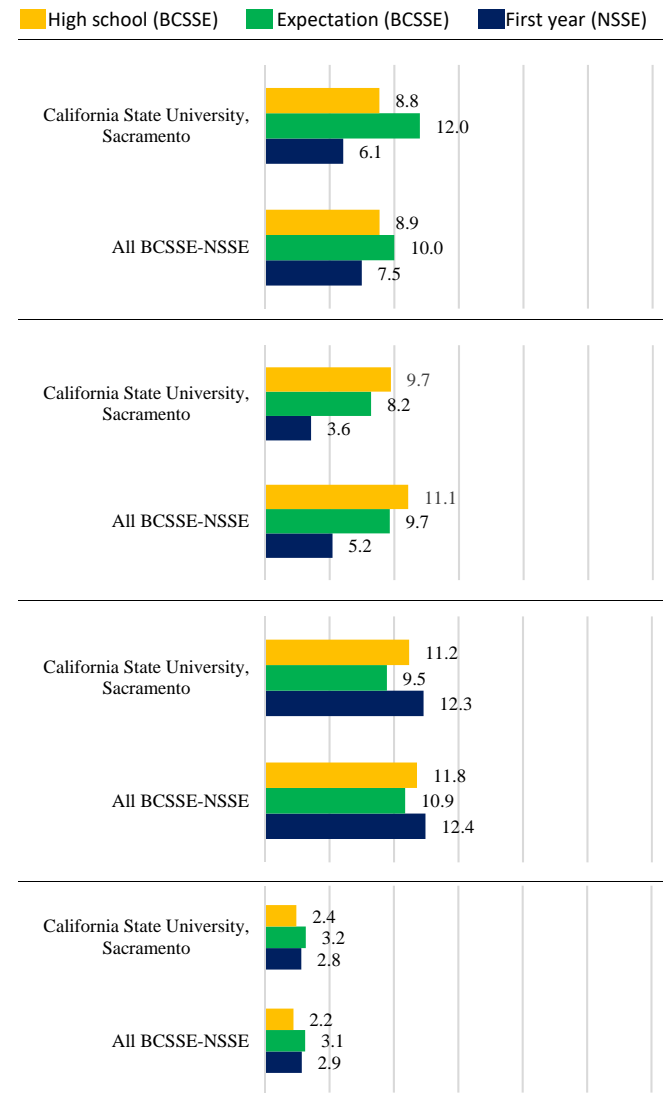
California State University, Sacramento

Frequency Distributions

| Item wording or description | Variable name | Values | Response options | High school | | Expected first-year | | NSSE | |
|---|---------------|--------|------------------|---|---|---------------------|---|-------|---|
| | | | | Count | % | Count | % | Count | % |
| | | | | b. Working for pay hworkhrs 0 0 433 45 155 21 cworkhrs 3 1-5 79 8 48 6 tmworkhrs 8 6-10 83 9 110 15 13 11-15 90 9 143 19 18 16-20 120 12 186 25 23 21-25 83 9 61 8 28 26-30 48 5 31 4 33 More than 30 33 3 14 2 Total 969 100 748 100 | | | | | |
| c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.) hcocurrhrs 0 0 134 14 91 12 142 55 ccocurrhrs 3 1-5 266 28 205 28 56 22 tmcocurrhrs 8 6-10 192 20 211 29 33 12 13 11-15 147 15 135 18 14 5 18 16-20 111 12 61 8 8 4 23 21-25 44 5 16 2 1 0 28 26-30 13 1 4 1 1 1 33 More than 30 52 5 12 2 2 1 Total 959 100 735 100 257 100 | | | | | | | | | |
| d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) hsocial13hrs 0 0 14 1 14 2 7 3 csocial13hrs 3 1-5 266 28 220 30 67 25 tmrelaxhrs 8 6-10 255 27 243 33 66 25 13 11-15 183 19 140 19 45 17 18 16-20 116 12 71 10 34 13 23 21-25 45 5 15 2 9 4 28 26-30 21 2 12 2 5 2 33 More than 30 52 5 16 2 24 11 Total 952 100 731 100 257 100 | | | | | | | | | |
| Of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading? hTMread14 1 Very little 160 17 21 3 24 10 ctmread17 2 Some 375 40 169 23 91 35 reading 3 About half 268 28 261 36 70 28 4 Most 119 13 216 30 48 18 5 Almost all 19 2 54 7 24 10 Total 941 100 721 100 257 100 | | | | | | | | | |

Mean Comparisons

Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20



a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2019-NSSE 2020 Combined Report

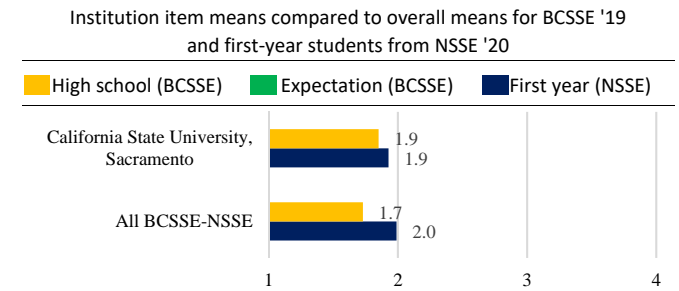
Cross-Sectional Results

California State University, Sacramento

Frequency Distributions

| Item wording or description | Variable name | Values | Response options | High school | | Expected first-year | | NSSE | |
|--|--------------------------|--------|------------------|-------------|-----|------------------------|---|-------|-----|
| | | | | Count | % | Count | % | Count | % |
| How often [did you do/do you expect to do/have you done] each of the following? | | | | | | | | | |
| a. Came to class without completing readings or assignments | hunprepard unprepared | 1 | Never | 281 | 30 | | | 128 | 30 |
| | | 2 | Sometimes | 544 | 58 | | | 233 | 53 |
| | | 3 | Often | 80 | 9 | | | 52 | 12 |
| | | 4 | Very often | 31 | 3 | | | 21 | 5 |
| | | | Total | 936 | 100 | | | 434 | 100 |

Mean Comparisons



a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.



BCSSE 2019-NSSE 2020 Combined Report Longitudinal Results

California State University, Sacramento

BCSSE 2019-NSSE 2020 Combined Report

Longitudinal Results

California State University, Sacramento

This Longitudinal Results report compares BCSSE 2019 and NSSE 2020 results for students who completed both surveys. The first longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and, regardless of expected grade, whether their grade expectations were met. The second longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for studying ('16 or more hours/week' or '15 or fewer hours/week') and, regardless of expected study time, whether their study expectations were met.

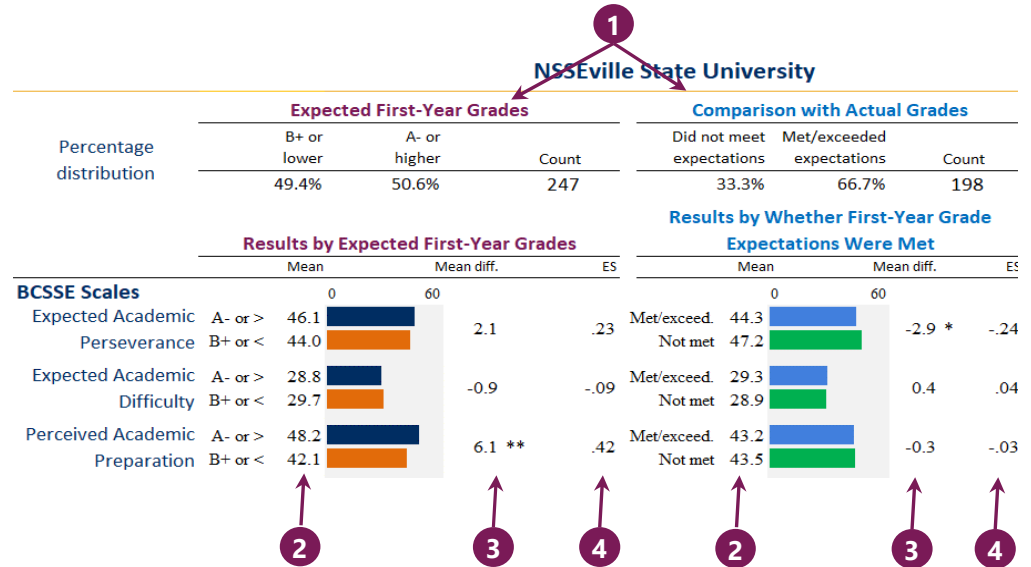
1. Item wording and variable names:

Displays the percentage of students for each group within the expected first-year grades or hours studying per week and comparison with actual grades or study time.

2. Mean: The BCSSE Scales and NSSE EI means reported for each group within Expected First-Year Grades (p.11) and Expected First-Year Study Time (p. 12), as well as means for whether expectations were met. These results allow institutions to better understand the beliefs regarding the pre-college beliefs and first-year engagement.

3. Mean difference and statistical comparison: Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #4) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests.

4. Effect size: Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. Effect sizes for independent t -tests use Cohen's d . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. See: Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd edition). New York: Psychology Press.



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Analysis by Expected and Actual Grades

California State University, Sacramento

| Percentage distribution | Expected First-Year Grades | | | Comparison with Actual Grades | | | | |
|---|----------------------------|--------------|---|-------------------------------|---------------------------|-------|---------|------|
| | B+ or lower | A- or higher | Count | Did not meet expectations | Met/exceeded expectations | Count | | |
| | 68.1% | 31.9% | 72 | 25.0% | 75.0% | 48 | | |
| Results by Whether First-Year Grade Expectations Were Met | | | | | | | | |
| Results by Expected First-Year Grades | | | Results by Whether First-Year Grade Expectations Were Met | | | | | |
| | | Mean | Mean diff. | ES | | | | |
| | | 0 | 60 | | | 0 | 60 | |
| BCSSE Scales | | | | | | | | |
| Expected Academic Perseverance | A- or > | 42.1 | 4.9 * | .53 | Met/exceed. | 36.2 | -4.8 | -.60 |
| | B+ or < | 37.2 | | | Not met | 41.0 | | |
| Expected Academic Difficulty | A- or > | 32.3 | -3.0 | -.30 | Met/exceed. | 37.8 | 6.6 * | .74 |
| | B+ or < | 35.3 | | | Not met | 31.3 | | |
| Perceived Academic Preparation | A- or > | 41.3 | 4.7 * | .52 | Met/exceed. | 37.2 | -4.2 | -.50 |
| | B+ or < | 36.6 | | | Not met | 41.4 | | |
| Importance of Campus Support | A- or > | 48.9 | 6.0 * | .57 | Met/exceed. | 41.3 | -9.0 ** | -.91 |
| | B+ or < | 42.9 | | | Not met | 50.3 | | |
| NSSE Engagement Indicators | | | | | | | | |
| Higher-Order Learning | A- or > | 40.8 | 6.2 | .49 | Met/exceed. | 37.8 | 5.3 | .44 |
| | B+ or < | 34.6 | | | Not met | 32.5 | | |
| Reflective & Integrative Learning | A- or > | 34.3 | 2.3 | .19 | Met/exceed. | 31.7 | 1.0 | .08 |
| | B+ or < | 31.9 | | | Not met | 30.7 | | |
| Quantitative Reasoning | A- or > | 24.7 | 3.0 | .18 | Met/exceed. | 23.0 | 5.2 | .33 |
| | B+ or < | 21.7 | | | Not met | 17.8 | | |
| Learning Strategies | A- or > | 38.4 | 1.4 | .12 | Met/exceed. | 36.9 | 0.7 | .07 |
| | B+ or < | 37.0 | | | Not met | 36.1 | | |
| Collaborative Learning | A- or > | 31.6 | 3.7 | .26 | Met/exceed. | 26.4 | -6.5 | -.46 |
| | B+ or < | 27.9 | | | Not met | 32.9 | | |
| Discussions with Diverse Others | A- or > | 45.9 | 5.8 | .36 | Met/exceed. | 41.7 | -3.3 | -.21 |
| | B+ or < | 40.1 | | | Not met | 45.0 | | |
| Student-Faculty Interaction | A- or > | 19.5 | 5.2 | .40 | Met/exceed. | 15.6 | 0.6 | .05 |
| | B+ or < | 14.3 | | | Not met | 15.0 | | |
| Effective Teaching | A- or > | 36.7 | -4.1 | -.32 | Met/exceed. | 40.2 | 2.9 | .23 |
| | B+ or < | 40.8 | | | Not met | 37.3 | | |
| Quality of Interactions | A- or > | 42.7 | 3.0 | .23 | Met/exceed. | 41.4 | 0.1 | .01 |
| | B+ or < | 39.8 | | | Not met | 41.3 | | |
| Supportive Environment | A- or > | 31.5 | -7.1 | -.49 | Met/exceed. | 36.5 | 0.4 | .03 |
| | B+ or < | 38.6 | | | Not met | 36.0 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$; ES = Effect size, the standardized mean difference (Cohen's d)

BCSSE 2019-NSSE 2020 Combined Report

Analysis by Expected and Actual Study Time

California State University, Sacramento

| Percentage distribution | Expected First-Year Study Time | | | Comparison with Actual Study Time | | | |
|--|--------------------------------|-----------------------|------------|--|---------------------------|--------------|----------------|
| | 15 or fewer hours/week | 16 or more hours/week | Count | Did not meet expectations | Met/exceeded expectations | Count | |
| | 58.2% | 41.8% | 79 | 51.9% | 48.1% | 54 | |
| Results by Whether First-Year Study Time Expectations Were Met | | | | | | | |
| Results by Expected First-Year Study Time | | | | Results by Whether First-Year Study Time Expectations Were Met | | | |
| | | Mean | Mean diff. | ES | | | |
| | | 0 | 60 | | | 0 | 60 |
| BCSSE Scales | | | | | | | |
| Expected Academic Perseverance | 16 or > 15 or < | 42.8 36.4 | 6.3 ** | .68 | Met/exceed. Not met | 35.0 40.4 | -5.4 * -.65 |
| Expected Academic Difficulty | 16 or > 15 or < | 34.6 34.2 | 0.4 | .04 | Met/exceed. Not met | 36.5 35.6 | 0.9 .09 |
| Perceived Academic Preparation | 16 or > 15 or < | 40.5 36.3 | 4.3 | .47 | Met/exceed. Not met | 36.0 40.9 | -4.9 * -.59 |
| Importance of Campus Support | 16 or > 15 or < | 46.5 43.2 | 3.3 | .31 | Met/exceed. Not met | 41.3 45.4 | -4.1 -.39 |
| NSSE Engagement Indicators | | | | | | | |
| Higher-Order Learning | 16 or > 15 or < | 38.4 34.1 | 4.3 | .35 | Met/exceed. Not met | 38.5 34.1 | 4.4 .37 |
| Reflective & Integrative Learning | 16 or > 15 or < | 36.3 30.2 | 6.1 * | .55 | Met/exceed. Not met | 31.2 33.1 | -1.9 -.16 |
| Quantitative Reasoning | 16 or > 15 or < | 21.9 21.7 | 0.2 | .02 | Met/exceed. Not met | 23.3 19.8 | 3.6 .24 |
| Learning Strategies | 16 or > 15 or < | 36.2 38.1 | -1.9 | -.17 | Met/exceed. Not met | 37.7 36.7 | 1.0 .09 |
| Collaborative Learning | 16 or > 15 or < | 32.2 27.2 | 5.0 | .37 | Met/exceed. Not met | 28.3 28.9 | -0.7 -.05 |
| Discussions with Diverse Others | 16 or > 15 or < | 40.9 41.5 | -0.5 | -.03 | Met/exceed. Not met | 43.7 41.0 | 2.7 .17 |
| Student-Faculty Interaction | 16 or > 15 or < | 15.0 15.8 | -0.8 | -.07 | Met/exceed. Not met | 17.5 13.6 | 3.9 .33 |
| Effective Teaching | 16 or > 15 or < | 37.7 39.8 | -2.0 | -.15 | Met/exceed. Not met | 39.1 39.0 | 0.1 .01 |
| Quality of Interactions | 16 or > 15 or < | 39.7 41.0 | -1.4 | -.10 | Met/exceed. Not met | 43.4 38.1 | 5.2 .43 |
| Supportive Environment | 16 or > 15 or < | 37.3 34.9 | 2.4 | .17 | Met/exceed. Not met | 33.6 38.6 | -5.0 -.35 |

* $p < .05$, ** $p < .01$, *** $p < .001$; ES = Effect size, the standardized mean difference (Cohen's d)

Doctorate-Granting Universities

| | |
|---|--------------------------------------|
| Auburn University | University of South Florida |
| Augusta University | University of St. Thomas |
| Emory University | University of Toronto ^{c,d} |
| Illinois State University | University of Vermont |
| University of North Carolina at Charlotte | University of Wisconsin-Milwaukee |

Master's Colleges and Universities

| | |
|--|---|
| Bentley University | Keuka College |
| Bowie State University | Midland University |
| California Lutheran University | Minnesota State University, Mankato |
| California State University, Chico | Neumann University |
| California State University, Fullerton | New England College ^c |
| California State University, Monterey Bay ^c | Nicholls State University |
| California State University, Sacramento | Northern Vermont University ^c |
| California State University-Bakersfield | Pacific Lutheran University |
| California State University-Channel Islands | Ramapo College of New Jersey |
| California State University-Dominguez Hills | Salve Regina University |
| California State University-Stanislaus | San Francisco State University |
| College of Our Lady of the Elms | Sierra Nevada College ^c |
| Concordia University Texas ^c | Southern Connecticut State University |
| Converse College | Southern New Hampshire University |
| CUNY Bernard M Baruch College | Stockton University |
| Dominican College of Blauvelt ^c | Texas A&M University-Texarkana |
| Drury University | Texas A&M University-San Antonio ^c |
| Emporia State University | University of New Haven |
| Fontbonne University | University of North Georgia |
| Framingham State University ^c | University of South Florida-St. Petersburg |
| Holy Family University | University of Wisconsin-Green Bay |

Baccalaureate Colleges and Special Focus Institutions

| | |
|---|--|
| Alma College | Moravian College |
| Babson College ^b | Muhlenberg College |
| Beloit College | Olin College of Engineering ^b |
| Bethany College | Pitzer College |
| Bridgewater College | Presentation College ^{b,c} |
| California State University Maritime Academy | Rhodes College |
| Catawba College | Saint Mary's University ^d |
| Central Methodist University | San Diego State University-Imperial Valley Campus ^{b,c} |
| Drew University | Stonehill College |
| Elizabethtown College | University of New Brunswick ^d |
| Franciscan Missionaries of Our Lady University ^{b,c} | University of Providence ^c |
| Grinnell College | University of Puget Sound |
| Holy Cross College, Notre Dame, IN | University of South Carolina Aiken |
| Juniata College | University of the Sciences ^b |
| Kenyon College | University of the Virgin Islands ^c |
| LaGrange College | University of Wisconsin-Parkside |
| Lincoln College ^b | Warren Wilson College |
| Linfield College-McMinnville Campus | William Jewell College |
| Luther College | Young Harris College |
| Meredith College | |

a. For information on the Carnegie Classifications, see: carnegieclassifications.iu.edu

b. Basic Carnegie Classification: Special focus institutions.

c. Institutions included in the cross-sectional analysis only.

d. Canadian institution