
BCSSE 2019-NSSE 2020 Combined Report

Grand Frequencies and Means

The BCSSE 2019-NSSE 2020 Combined Report provides a useful summary of the detailed information contained in students' BCSSE and NSSE responses. This report contains a summary of administration details, cross-sectional results, longitudinal results, and participating institutions. Only institutions that participated in both BCSSE 2019 and NSSE 2020 are included in this report (see page 13).

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 institutions that participated in BCSSE 2019 and NSSE 2020 administrations (in contrast to the longitudinal results which contain only matched data). These data provide the best estimates of students' pre-college characteristics and their engagement during the first year. By displaying cross-sectional results side-by-side, institutions 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 students' scores. Student-level scores for both the BCSSE Scales and NSSE EIs are included in BCSSE-NSSE data file.

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

For more information about the NSSE EIs, see the *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)	94,303
First-year students included in NSSE 2020 population file ^a	-
BCSSE 2019 respondents identified in the NSSE 2020 population file ^a	-
BCSSE 2019 respondents invited to participate in NSSE 2020 ^b	-
NSSE 2020 first-year respondents	31,665
BCSSE 2019-NSSE 2020 matched respondents (longitudinal data) ^a	14,527

a. BCSSE respondents identified later in the 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	39	33	30
Woman	60	66	69
Another gender identity	1	1	1
Prefer not to respond	1	1	1
Race/ethnicity^d			
American Indian or Alaska Native	0	0	0
Asian	7	11	9
Black or African American	8	6	6
Hispanic or Latino	13	19	15
Middle Eastern or North African	1	1	1
Native Hawaiian or other Pacific Islander	0	0	0
White	57	48	56
Another race or ethnicity	0	1	0
Multiracial	12	12	11
I prefer not to respond	1	2	2
Enrollment status			
Full-time	99	97	98
Less than full-time	1	3	2

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.

d. Race and ethnicity reported only for US schools.

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

Grand Frequencies and Means

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results Grand Frequencies and Means

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

1. Item wording and variable names:

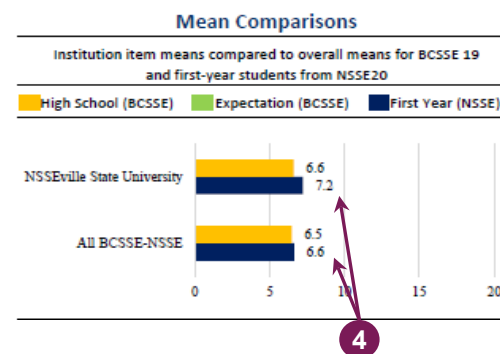
Survey items are in the same order and wording as they appear on the instrument.

Variable names are included for easy reference to the 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.

Item wording or description	Variable name	Values	Response options	Frequency Distributions			
				High School		Expected First-Year	
				Count	%	Count	%
About how many papers, reports, or other writing tasks of the following length?(Select only one.)							
a. Up to 5 pages	hWRslutmm	0	None	138	6	6	1
	wrshortmm	1-5	1-2	561	24	38	11
		4	3-5	750	32	116	32
		8	6-10	496	21	109	29
		13	11-15	160	7	64	17
		18	16-20	99	4	20	5
		23	More than 20 papers, etc.	174	7	17	5
			Total	2,378	100	370	100

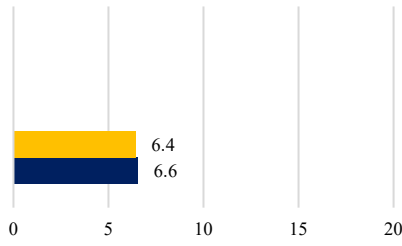
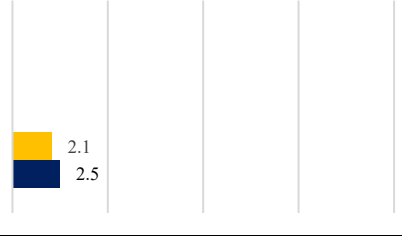
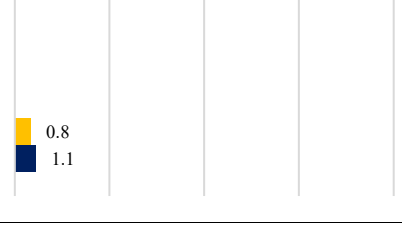
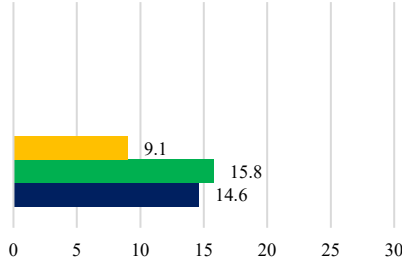


3. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.

4. **Overall mean:** Mean scores for each item for all BCSSE-NSSE institutions.

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results Grand Frequencies and Means

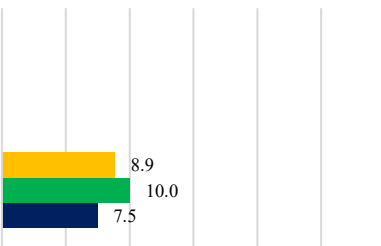
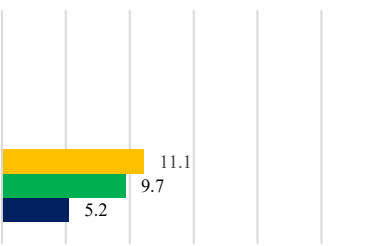
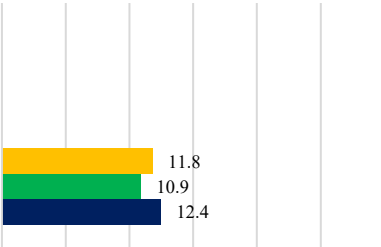

				Frequency Distributions				Mean Comparisons				
Item wording or description	Variable name	Values	Response options	High school		Expected first-year		NSSE		Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20		
				Count	%	Count	%	Count	%	High school (BCSSE)	Expectation (BCSSE)	First year (NSSE)
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 wrshortnum	0	None	3,491	7			1,344	5	All BCSSE-NSSE		
		1.5	1-2	12,576	24			5,036	19			
		4	3-5	17,077	32			8,762	34			
		8	6-10	10,310	19			6,082	23			
		13	11-15	4,101	8			2,653	10			
		18	16-20	1,887	4			980	4			
		23	More than 20 papers, etc.	3,722	7			1,194	5			
		Total		53,164	100			26,051	100			
b. Between 6 and 10 pages	hWRmdnum wrmednum	0	None	18,993	37			8,398	32	All BCSSE-NSSE		
		1.5	1-2	20,283	40			9,600	37			
		4	3-5	7,942	16			5,024	19			
		8	6-10	2,810	6			1,978	8			
		13	11-15	728	1			618	2			
		18	16-20	240	1			145	1			
		23	More than 20 papers, etc.	355	1			184	1			
		Total		51,351	100			25,947	100			
c. 11 pages or more	hWRlngnum wrlongnum	0	None	36,052	71			19,050	73	All BCSSE-NSSE		
		1.5	1-2	11,103	22			4,393	17			
		4	3-5	2,069	4			1,137	4			
		8	6-10	735	2			642	3			
		13	11-15	267	1			489	2			
		18	16-20	121	0			98	0			
		23	More than 20 papers, etc.	238	1			179	1			
		Total		50,585	100			25,988	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.)	hacadpr13hrs cacadpr13hrs tmprephrs	0	0	927	2	96	0	100	0	All BCSSE-NSSE		
		3	1-5	19,921	37	2,908	6	3,082	13			
		8	6-10	15,577	29	9,553	19	5,626	23			
		13	11-15	8,455	16	13,615	26	5,584	23			
		18	16-20	4,866	9	13,419	26	4,738	19			
		23	21-25	2,087	4	7,231	14	2,832	12			
		28	26-30	840	2	2,879	6	1,318	5			
		33	More than 30	965	2	1,998	4	1,437	6			
Total		53,638	100	51,699	100	24,717	100					

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 Grand Frequencies and Means

Frequency Distributions										Mean Comparisons				
Item wording or description	Variable name	Values	Response options	High school		Expected first-year		NSSE		Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20				
				Count	%	Count	%	Count	%	High school (BCSSE)	Expectation (BCSSE)	First year (NSSE)		
b. Working for pay	hworkhrs	0	0	20,464	38	11,438	22	13,135	54					
	cworkhrs	3	1-5	5,951	11	6,449	13	1,630	7					
	tmworkhrs	8	6-10	6,288	12	10,674	21	2,505	10					
		13	11-15	6,380	12	9,401	18	1,861	8					
		18	16-20	6,892	13	8,073	16	2,010	8					
		23	21-25	3,872	7	3,123	6	1,220	5					
		28	26-30	1,971	4	1,349	3	873	4					
		33	More than 30	1,652	3	1,029	2	1,302	5					
		Total		53,470	100	51,536	100	24,536	100					
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)	hcocurrhrs	0	0	5,397	10	3,677	7	8,896	36					
	ccocurrhrs	3	1-5	12,617	24	12,573	24	7,798	32					
	tmcocurrhrs	8	6-10	10,460	20	15,624	30	3,613	15					
		13	11-15	10,075	19	10,333	20	2,074	8					
		18	16-20	7,507	14	5,614	11	1,199	5					
		23	21-25	3,342	6	2,100	4	623	3					
		28	26-30	1,326	3	697	1	165	1					
		33	More than 30	2,758	5	957	2	263	1					
		Total		53,482	100	51,575	100	24,631	100					
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	hsocial13hrs	0	0	344	1	382	1	469	2					
	csocial13hrs	3	1-5	12,026	23	10,373	20	4,812	20					
	tmrelaxhrs	8	6-10	16,113	30	17,485	34	6,632	27					
		13	11-15	10,928	20	12,745	25	5,468	22					
		18	16-20	6,975	13	6,758	13	3,490	14					
		23	21-25	2,999	6	2,223	4	1,659	7					
		28	26-30	1,230	2	674	1	641	3					
		33	More than 30	2,860	5	994	2	1,497	6					
		Total		53,475	100	51,634	100	24,668	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	12,466	23	1,277	3	2,359	10					
	ctmread17	2	Some	23,841	45	12,348	24	7,808	32					
	reading	3	About half	11,407	21	20,188	39	7,388	30					
		4	Most	4,718	9	14,847	29	5,236	21					
		5	Almost all	965	2	2,757	5	1,808	7					
	Total			53,397	100	51,417	100	24,599	100					

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

Grand Frequencies and Means

				Frequency Distributions				Mean Comparisons			
				High school		Expected first-year		NSSE		Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20	
Item wording or description	Variable name	Values	Response options	Count	%	Count	%	Count	%	High school (BCSSE)	Expectation (BCSSE)
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 2 3 4	Never Sometimes Often Very often	20,837 27,450 3,080 1,740	39 52 6 3			8,101 17,272 4,189 1,778	26 55 13 6		
			Total	53,107	100			31,340	100		

All BCSSE-NSSE

1 2 3 4

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

Grand Frequencies and Means

BCSSE 2019-NSSE 2020 Combined Report

Longitudinal Results

Grand Frequencies and Means

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.

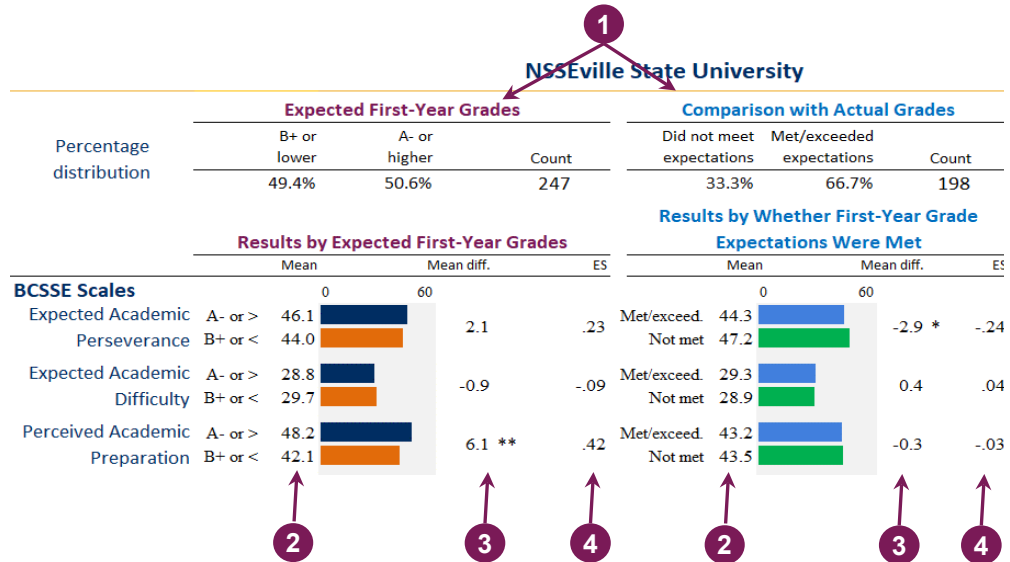
1. Item wording and variable names:

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.



BCSSE 2019-NSSE 2020 Combined Report

Analysis by Expected and Actual Grades

Grand Frequencies and Means

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			
		48.6%	51.4%	13310	32.5%	67.5%	10475			
		Results by Expected First-Year Grades			Results by Whether First-Year Grade Expectations Were Met					
		Mean	Mean diff.	ES	Mean	Mean diff.	ES			
BCSSE Scales			0	60		0	60			
Expected Academic Perseverance	A- or >	44.9	<div></div>	3.5 ***	.39	Met/exceed.	42.9	<div></div>	-0.9 ***	-.10
	B+ or <	41.5	<div></div>			Not met	43.8	<div></div>		
Expected Academic Difficulty	A- or >	27.9	<div></div>	-3.3 ***	-.33	Met/exceed.	29.7	<div></div>	0.6 **	.06
	B+ or <	31.2	<div></div>			Not met	29.1	<div></div>		
Perceived Academic Preparation	A- or >	45.4	<div></div>	4.6 ***	.50	Met/exceed.	42.8	<div></div>	-0.9 ***	-.10
	B+ or <	40.8	<div></div>			Not met	43.7	<div></div>		
Importance of Campus Support	A- or >	47.8	<div></div>	2.0 ***	.22	Met/exceed.	46.6	<div></div>	-0.3	-.03
	B+ or <	45.8	<div></div>			Not met	46.9	<div></div>		
NSSE Engagement Indicators										
Higher-Order Learning	A- or >	40.6	<div></div>	2.8 ***	.22	Met/exceed.	39.6	<div></div>	0.9 ***	.07
	B+ or <	37.8	<div></div>			Not met	38.7	<div></div>		
Reflective & Integrative Learning	A- or >	37.2	<div></div>	2.3 ***	.20	Met/exceed.	36.6	<div></div>	1.1 ***	.09
	B+ or <	34.9	<div></div>			Not met	35.6	<div></div>		
Quantitative Reasoning	A- or >	30.5	<div></div>	2.9 ***	.19	Met/exceed.	28.9	<div></div>	-0.4	-.02
	B+ or <	27.6	<div></div>			Not met	29.2	<div></div>		
Learning Strategies	A- or >	40.9	<div></div>	3.1 ***	.23	Met/exceed.	39.9	<div></div>	1.6 ***	.12
	B+ or <	37.8	<div></div>			Not met	38.3	<div></div>		
Collaborative Learning	A- or >	35.1	<div></div>	1.9 ***	.14	Met/exceed.	34.1	<div></div>	0.0	.00
	B+ or <	33.1	<div></div>			Not met	34.1	<div></div>		
Discussions with Diverse Others	A- or >	42.4	<div></div>	2.3 ***	.15	Met/exceed.	41.4	<div></div>	0.3	.02
	B+ or <	40.1	<div></div>			Not met	41.2	<div></div>		
Student-Faculty Interaction	A- or >	23.2	<div></div>	2.1 ***	.14	Met/exceed.	21.9	<div></div>	-0.8 *	-.05
	B+ or <	21.1	<div></div>			Not met	22.7	<div></div>		
Effective Teaching	A- or >	40.3	<div></div>	2.1 ***	.17	Met/exceed.	40.1	<div></div>	2.0 ***	.16
	B+ or <	38.2	<div></div>			Not met	38.1	<div></div>		
Quality of Interactions	A- or >	44.8	<div></div>	1.3 ***	.12	Met/exceed.	44.8	<div></div>	1.8 ***	.16
	B+ or <	43.5	<div></div>			Not met	43.0	<div></div>		
Supportive Environment	A- or >	38.5	<div></div>	1.7 ***	.13	Met/exceed.	38.1	<div></div>	1.3 ***	.10
	B+ or <	36.8	<div></div>			Not met	36.8	<div></div>		

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

BCSSE 2019-NSSE 2020 Combined Report

Analysis by Expected and Actual Study Time

Grand Frequencies and Means

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
	47.9%	52.1%	13666	46.7%	53.3%	10814
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	Mean	Mean diff.	ES
BCSSE Scales						
Expected Academic Perseverance	16 or > 44.9	3.4 ***	.38	Met/exceed. 42.8	-0.8 ***	-.08
	15 or < 41.5			Not met 43.6		
Expected Academic Difficulty	16 or > 29.8	0.6 ***	.06	Met/exceed. 29.2	-0.8 ***	-.08
	15 or < 29.2			Not met 29.9		
Perceived Academic Preparation	16 or > 44.2	2.2 ***	.24	Met/exceed. 42.9	-0.6 **	-.06
	15 or < 42.0			Not met 43.4		
Importance of Campus Support	16 or > 48.1	2.6 ***	.28	Met/exceed. 46.5	-0.6 ***	-.07
	15 or < 45.5			Not met 47.1		
NSSE Engagement Indicators						
Higher-Order Learning	16 or > 40.4	2.5 ***	.19	Met/exceed. 39.9	1.1 ***	.09
	15 or < 37.9			Not met 38.8		
Reflective & Integrative Learning	16 or > 37.1	2.2 ***	.19	Met/exceed. 36.5	0.4	.03
	15 or < 34.9			Not met 36.1		
Quantitative Reasoning	16 or > 30.0	1.8 ***	.12	Met/exceed. 29.4	0.7 *	.05
	15 or < 28.2			Not met 28.7		
Learning Strategies	16 or > 40.7	2.8 ***	.21	Met/exceed. 40.4	2.1 ***	.15
	15 or < 37.9			Not met 38.3		
Collaborative Learning	16 or > 35.2	2.1 ***	.16	Met/exceed. 34.8	1.5 ***	.11
	15 or < 33.1			Not met 33.3		
Discussions with Diverse Others	16 or > 42.2	1.9 ***	.13	Met/exceed. 41.4	0.1	.01
	15 or < 40.2			Not met 41.3		
Student-Faculty Interaction	16 or > 22.9	1.4 ***	.10	Met/exceed. 22.8	1.2 ***	.08
	15 or < 21.5			Not met 21.6		
Effective Teaching	16 or > 39.9	1.3 ***	.10	Met/exceed. 39.6	0.3	.03
	15 or < 38.6			Not met 39.2		
Quality of Interactions	16 or > 44.5	0.8 ***	.08	Met/exceed. 44.6	1.1 ***	.10
	15 or < 43.7			Not met 43.6		
Supportive Environment	16 or > 38.5	1.6 ***	.12	Met/exceed. 37.7	-0.1	.00
	15 or < 36.8			Not met 37.7		

* $p < .05$, ** $p < .01$, *** $p < .001$; 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