



Nicholls 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?

Preparing for class (studying, doing homework, rehearsing, etc.)

None
1-10
11-20
More than 20

BCSSE ¹				NSSE ²	
High School		Expected FY		First Year	
Count	%	Count	%	Count	%
47	2%	0	0%	0	0%
1,694	67%	473	19%	158	39%
620	25%	1,500	60%	160	39%
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.

<i>How many hours in a typical 7-day week did you spend or expect to spend 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	37	4%	4	0%	0	0%
	1-10	654	73%	234	26%	52	44%
	11-20	162	18%	451	51%	45	37%
	More than 20	45	5%	203	23%	23	19%
	Total	898	100%	892	100%	120	100%
Working for pay	No	319	35%	266	30%	46	39%
	Yes	582	65%	629	70%	73	61%
	Total	901	100%	895	100%	119	100%
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	132	15%	287	32%	77	65%
	1-10	322	36%	382	43%	27	22%
	11-20	276	31%	172	19%	10	9%
	More than 20	171	19%	52	6%	5	4%
	Total	901	100%	893	100%	119	100%
Relaxing and socializing (watching TV, partying, etc.)	None	4	0%	12	1%	1	1%
	1-10	433	48%	554	62%	64	55%
	11-20	272	30%	250	28%	37	31%
	More than 20	192	21%	79	9%	17	14%
	Total	901	100%	895	100%	119	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	227	25%	278	31%	67	45%
	Often/Very often	674	75%	618	69%	82	55%
	Total	901	100%	896	100%	149	100%
Make a class presentation	Never/Sometimes	467	52%	439	49%	103	69%
	Often/Very often	428	48%	450	51%	45	31%
	Total	895	100%	889	100%	148	100%
Come to class without completing readings or assignments	Never/Sometimes	831	92%			120	80%
	Often/Very often	71	8%			28	20%
	Total	902	100%			148	100%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	409	46%	349	39%	68	51%
	Often/Very often	488	54%	547	61%	67	49%
	Total	897	100%	896	100%	135	100%
Work with other students on projects during class	Never/Sometimes	304	34%	384	43%	88	58%
	Often/Very often	596	66%	509	57%	61	42%
	Total	900	100%	893	100%	149	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 2011-NSSE 2012 Combined Report
Cross-Sectional Results
Nicholls State University

<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	593	66%	400	45%	105	71%
	Often/Very often	306	34%	488	55%	42	29%
	Total	899	100%	888	100%	147	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	440	49%			45	31%
	Often/Very often	461	51%			102	69%
	Total	901	100%			147	100%
Have serious conversations with students of a different race or ethnicity than your own	Never/Sometimes	391	44%	389	44%	70	52%
	Often/Very often	504	56%	497	56%	65	48%
	Total	895	100%	886	100%	135	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	686	77%	525	59%	114	83%
	Often/Very often	206	23%	368	41%	23	17%
	Total	892	100%	893	100%	137	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	536	60%	391	44%	72	53%
	Often/Very often	356	40%	493	56%	62	47%
	Total	892	100%	884	100%	134	100%
Talk with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	411	46%			84	60%
	Often/Very often	488	54%			53	40%
	Total	899	100%			137	100%
Have serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	491	55%	362	41%	71	52%
	Often/Very often	404	45%	526	59%	65	48%
	Total	895	100%	888	100%	136	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			151	17%	45	30%
	Often/Very often			740	83%	104	70%
	Total			891	100%	149	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			313	35%	78	57%
	Often/Very often			574	65%	58	43%
	Total			887	100%	136	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			295	33%	67	49%
	Often/Very often			596	67%	69	51%
	Total			891	100%	136	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never/Sometimes			608	69%	110	83%
	Often/Very often			276	31%	24	17%
	Total			884	100%	134	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			251	28%	51	40%
	Often/Very often			637	72%	72	60%
	Total			888	100%	123	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes			211	24%	53	43%
	Often/Very often			675	76%	70	57%
	Total			886	100%	123	100%
Grades	A or A-	351	39%	338	38%	46	40%
	B or B+	407	45%	431	48%	28	26%
	B- or lower	144	16%	121	14%	37	34%
	Total	902	100%	890	100%	111	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:

<i>High School Academic Engagement</i>	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)
<i>Expected Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Expected Academic Perseverance</i>	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected Academic Difficulty</i>	Expected academic difficulty during the first year of college. (clearnma, cmantime, cgethelp, cintfac)
<i>Perceived Academic Preparation</i>	Student perception of their academic preparation. (cgnwrite, cgnspeak, cgnanaly, cgnquant, cgncompt, cgnother, cgningq)
<i>Importance of Campus Environment</i>	Student-rated importance that the institution provides a challenging and supportive environment. (cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven)

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, synthesize, 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 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.

		NSSEville State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
BCSSE Scale	Quartile Range ¹									
High School	Low25	46.0	11.8	67	49.6	12.5	1,916	-3.58	*	-.29
Academic	Mid50	53.7	12.3	141	54.8	12.0	4,660	-1.09		-.09
Engagement	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

BCSSE Scale	Quartile Range ¹	Level of Academic Challenge			All Other Master's			Statistical Comparisons		
		Nicholls			Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
	Mid50	40.2	10.5	26	49.9	12.4	831	-9.65	***	-.84
	Top25	46.0	14.4	50	55.8	12.1	2,299	-9.78	***	-.74
Expected Academic Engagement	Low25	54.7	12.6	24	62.1	12.5	1,208	-7.41	**	-.59
	Mid50	38.4	9.4	25	49.2	12.3	431	-10.83	***	-1.00
	Top25	48.3	13.4	51	54.3	12.2	2,121	-6.07	**	-.47
Expected Academic Perseverance	Low25	51.6	15.9	24	60.7	12.5	1,763	-9.12	**	-.64
	Mid50	41.7	15.1	28	51.5	12.3	974	-9.79	***	-.72
	Top25	45.4	12.7	37	55.7	12.3	2,010	-10.27	***	-.82
Expected Academic Difficulty	Low25	52.2	12.8	34	61.1	12.8	1,325	-8.97	***	-.70
	Mid50	46.2	13.4	40	57.3	13.0	1,534	-11.07	***	-.84
	Top25	47.3	12.9	31	56.0	12.9	1,553	-8.72	***	-.68
Perceived Academic Preparation	Low25	46.7	16.4	28	55.8	13.0	1,221	-9.14	**	-.62
	Mid50	40.9	11.6	26	52.9	12.7	1,132	-11.99	***	-.99
	Top25	47.7	13.9	44	56.6	12.7	1,771	-8.93	***	-.67
Importance of Campus Environment	Low25	49.7	14.7	28	59.1	12.8	1,399	-9.37	***	-.68
	Mid50	39.9	11.8	25	50.7	13.4	547	-10.79	***	-.86
	Top25	46.6	14.6	50	56.0	12.3	2,708	-9.42	***	-.70
All BCSSE-NSSE Respondents	Low25	54.0	11.3	24	60.5	13.0	1,046	-6.43	**	-.53
	Mid50	46.7	13.9	101	56.4	13.0	4,376	-9.68	***	-.72
	Top25									

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	Nicholls			All Other Master's			Difference	Sig ²	ES ³
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	30.3	16.2	30	38.5	14.8	904	-8.17	**	-0.53
	Mid50	34.8	14.8	54	44.5	14.6	2,469	-9.78	***	-0.67
	Top25	39.7	19.0	27	53.9	17.2	1,287	-14.12	***	-0.78
Expected Academic Engagement	Low25	29.7	15.3	28	35.7	13.2	462	-6.03	*	-0.42
	Mid50	33.7	14.2	57	42.8	14.5	2,269	-9.07	***	-0.63
	Top25	42.5	20.0	26	52.2	16.7	1,902	-9.62	*	-0.52
Expected Academic Perseverance	Low25	31.4	18.8	30	41.0	15.6	1,058	-9.59	**	-0.56
	Mid50	35.4	15.2	42	44.6	15.1	2,136	-9.23	***	-0.61
	Top25	36.7	16.2	38	51.6	16.8	1,429	-14.96	***	-0.91
Expected Academic Difficulty	Low25	34.0	15.7	46	48.2	16.7	1,634	-14.11	***	-0.87
	Mid50	36.5	16.1	35	45.7	16.0	1,677	-9.12	***	-0.57
	Top25	33.7	18.7	29	43.5	15.6	1,310	-9.85	**	-0.58
Perceived Academic Preparation	Low25	35.2	17.6	29	41.7	14.9	1,224	-6.43		-0.40
	Mid50	34.8	16.4	49	46.0	16.1	1,896	-11.27	***	-0.69
	Top25	34.1	16.6	31	49.4	16.8	1,496	-15.26	***	-0.91
Importance of Campus Environment	Low25	32.6	17.4	29	42.1	15.4	591	-9.47	**	-0.58
	Mid50	31.7	15.1	55	45.3	15.7	2,896	-13.57	***	-0.88
	Top25	43.5	16.1	26	49.5	17.4	1,129	-6.06		-0.36
All BCSSE-NSSE Respondents		34.7	16.4	113	45.9	16.3	4,703	-11.24	***	-0.69

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			All Other Master's			Statistical Comparisons		
		Nicholls			Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	31.3	18.8	27	29.2	15.3	845	2.09		0.12
	Mid50	28.8	18.3	50	36.0	16.4	2,323	-7.17	**	-0.41
	Top25	37.2	17.3	25	46.3	20.4	1,211	-9.03	*	-0.48
Expected Academic Engagement	Low25	22.1	16.3	25	28.1	14.7	439	-6.04		-0.39
	Mid50	33.4	16.8	53	34.1	16.3	2,148	-0.64		-0.04
	Top25	37.3	20.7	24	44.2	19.4	1,769	-6.92		-0.34
Expected Academic Perseverance	Low25	28.0	19.3	28	31.9	16.9	986	-3.87		-0.21
	Mid50	29.9	17.6	38	36.1	17.5	2,030	-6.17	*	-0.35
	Top25	36.6	17.9	35	44.0	19.0	1,334	-7.44	*	-0.40
Expected Academic Difficulty	Low25	32.7	16.8	41	39.5	18.9	1,547	-6.85	*	-0.38
	Mid50	32.7	19.3	31	36.9	17.9	1,575	-4.29		-0.23
	Top25	29.2	19.9	29	35.8	18.1	1,227	-6.56		-0.34
Perceived Academic Preparation	Low25	30.8	19.7	26	33.9	17.6	1,153	-3.16		-0.17
	Mid50	32.6	18.8	45	37.3	17.9	1,784	-4.76		-0.26
	Top25	31.6	17.1	29	40.8	19.1	1,406	-9.15	**	-0.50
Importance of Campus Environment	Low25	26.0	13.4	26	32.7	17.5	553	-6.74	*	-0.44
	Mid50	30.9	17.8	51	36.5	17.3	2,736	-5.66	*	-0.32
	Top25	39.6	22.1	24	42.6	20.3	1,053	-3.04		-0.14
All BCSSE-NSSE Respondents		31.6	18.3	103	37.5	18.4	4,419	-5.96	**	-0.33

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						Statistical Comparisons		
BCSSE Scale	Quartile Range ¹	Nicholls			All Other Master's			Difference	Sig ²	ES ³
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	57.5	23.4	23	61.6	17.9	803	-4.18		-0.20
	Mid50	56.1	20.0	40	65.6	18.1	2,209	-9.50	**	-0.50
	Top25	59.7	18.3	24	70.6	18.8	1,167	-10.98	**	-0.59
Expected Academic Engagement	Low25	53.2	22.7	20	58.7	17.4	418	-5.52		-0.28
	Mid50	59.9	18.6	46	64.5	18.0	2,040	-4.64		-0.25
	Top25	56.2	21.8	21	70.3	18.5	1,700	-14.09	**	-0.70
Expected Academic Perseverance	Low25	51.3	20.7	26	61.0	17.3	931	-9.72	*	-0.51
	Mid50	54.4	17.8	30	65.2	17.9	1,942	-10.81	***	-0.61
	Top25	66.1	20.4	30	71.8	18.9	1,278	-5.63		-0.29
Expected Academic Difficulty	Low25	59.8	21.2	36	68.8	18.5	1,483	-9.07	*	-0.46
	Mid50	56.0	20.8	26	66.0	18.2	1,502	-10.02	*	-0.51
	Top25	55.8	19.3	24	63.3	18.6	1,165	-7.50		-0.40
Perceived Academic Preparation	Low25	54.4	16.7	21	62.4	18.7	1,091	-8.03	*	-0.45
	Mid50	57.6	18.9	39	66.6	17.9	1,707	-8.95	**	-0.49
	Top25	60.4	25.7	25	69.1	18.5	1,346	-8.65		-0.39
Importance of Campus Environment	Low25	50.6	16.0	20	58.9	18.3	522	-8.31	*	-0.49
	Mid50	57.5	19.7	45	65.8	17.5	2,620	-8.22	**	-0.44
	Top25	64.2	24.1	21	71.4	19.7	1,001	-7.23		-0.33
All BCSSE-NSSE Respondents		57.5	20.2	88	66.3	18.5	4,213	-8.74	***	-0.45

IPEDS: 159966

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

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
Bellarmino 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 Classification: Primary Associate's. Included for comparison purposes only.

³ Basic Carnegie Classification: Special focus institution. Included for comparison purposes only.