



NORTHERN ARIZONA UNIVERSITY

**Comparison of Responses from the
Higher Education Research Institute (HERI) Faculty Survey:**

**Northern Arizona University's Statewide and
Mountain Campus Respondents**

(Supplement to the 2004 – 2005 Faculty Survey Report)

**Office of Planning, Budget & Institutional Research
<http://www4.nau.edu/pair/>
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Overview:

During the fall of 2004, Northern Arizona University's faculty was invited to participate in a national study conducted by the Higher Education Research Institute (HERI) at the University of California in Los Angeles. For the purpose of this study a full-time faculty member is defined as, "a full-time employee of an accredited college or university who spends at least some part of his or her time teaching undergraduates." Nationally 40,670 full-time faculty from 421 institutions participated in the study.

The HERI faculty survey is a triennial survey that focuses on the workload, teaching practices, job satisfaction, and professional activities of collegiate faculty. The survey includes a special emphasis on faculty-student interaction, undergraduate teaching, and curricular issues. Other items focus on current issues of interest to today's campus such as diversity and the role of community service.

This is a supplemental report that compares all responses from NAU's statewide sites (including Yuma) to Mountain campus respondents. A second supplemental report compares NAU's full-time undergraduate (FTUG) faculty to the administrators at NAU. Both of these supplemental reports, along with the main report, *Job Satisfaction and Professional Priorities for the Faculty of Northern Arizona University* can be found at:

<http://www4.nau.edu/pair/SurveysReport/SurveysReports.asp> . Also found at this web site are tables that summarize all responses to all questions and several national norm groups for comparison.

Sample and Methodology:

All faculty members that were on payroll during the fall 2004 semester were invited to participate in this survey. Six hundred thirty-two (632) responses were received from Northern Arizona University employees. This sample size yields an error rate below ± 4 percent¹. Due to the unique reporting process of HERI, any respondents who did not provide their gender were not included in the final data. Respondents were classified as: full-time undergraduate (FTUG) faculty, part-time undergraduate (PTUG) faculty, full-time academic administrators (ADMIN), graduate faculty (GRAD), and other respondents. The "other" respondent category included all respondents not classified in one of the other four categories. Please refer to Appendix A for the algorithms used to group respondents.

Percent differences of ten or greater between mountain campus respondents and statewide respondents are highlighted in this supplemental report. This ten percent difference is an arbitrary cut-off, but meaningful in highlighting large differences between the statewide and mountain campus respondents. In addition to the statewide and mountain campus respondent data is national norm data for full-time undergraduate (FTUG) faculty from all participating four-year institutions (refer to Appendix B for a list of all four-year institutions). FTUG faculty is a category created by HERI based upon the respondents' answers to a series of questions on

¹ The sampling error describes the probable difference between interviewing everyone in the population versus interviewing a sample drawn from this population. For example, if 80% of the faculty respondents indicated satisfaction in a specific content area, the actual population parameter falls in the range of 76% - 84% (80% +/- 4%) satisfaction.

the survey instrument (refer to Appendix A). It should be noted that the mountain and statewide data include participants from *all* potential HERI categories, not just FTUG faculty. Therefore, the inclusion of the FTUG faculty as the national norm group is not a perfect comparison. However, there is no national norm group for all participants, all categories and as such this national norm group is arguably the most comprehensive and provides some context in reviewing the statewide and mountain campus responses.

Summary of Key Findings:

This section of the report summarizes the results of 89 questions asked to statewide and mountain campus respondents at NAU. Out of the 89 comparisons, mountain campus respondents differed significantly (when using a 10% difference as the cut-off) from statewide respondents in the 42 areas highlighted below:

Job Satisfaction / Campus Environment

- During the past two years the statewide respondents were more likely to have received at least one job offer and have taught courses at more than one institution during the same term when compared to mountain campus respondents. Mountain campus respondents were more likely to have considered leaving NAU for another university and leaving academe for another job.
- When asked about a variety of behaviors and beliefs, the statewide and mountain campus respondents replied differently on a variety of questions. Generally, the statewide respondents were more positive in evaluating their work and personal life. For example, the statewide respondents were more likely to report: experiencing joy in their work, feeling good about the direction in which their life is headed, achieving a healthy balance between personal life and professional life, and feeling that work adds meaning to their life.
- Respondents were asked to indicate whether they agreed “strongly” or “somewhat” with a variety of statements about the institution’s campus environment and perceptions of students. Seventy percent or more of NAU’s mountain campus and statewide respondents agree strongly or somewhat that “faculty are interested in students’ personal problems,” and “there is adequate support for integrating technology in my teaching.”

University Priorities

- When asked to identify issues that were of the highest priority for Northern Arizona University, statewide and mountain campus respondents identified different priorities. Statewide respondents were more likely to report the below statements as priorities for the University:
 - developing a sense of community among students and faculty,
 - developing leadership ability among students,
 - helping students learn how to bring about change in American society,
 - hiring faculty “stars”,
 - providing resources for faculty to engage in community-based teaching or research,
 - increasing or maintaining institutional prestige, and

- creating and sustaining partnerships with surrounding communities

Mountain campus respondents were more likely to report enhancing the institution's national image and pursuing extramural funding as high priorities for NAU.

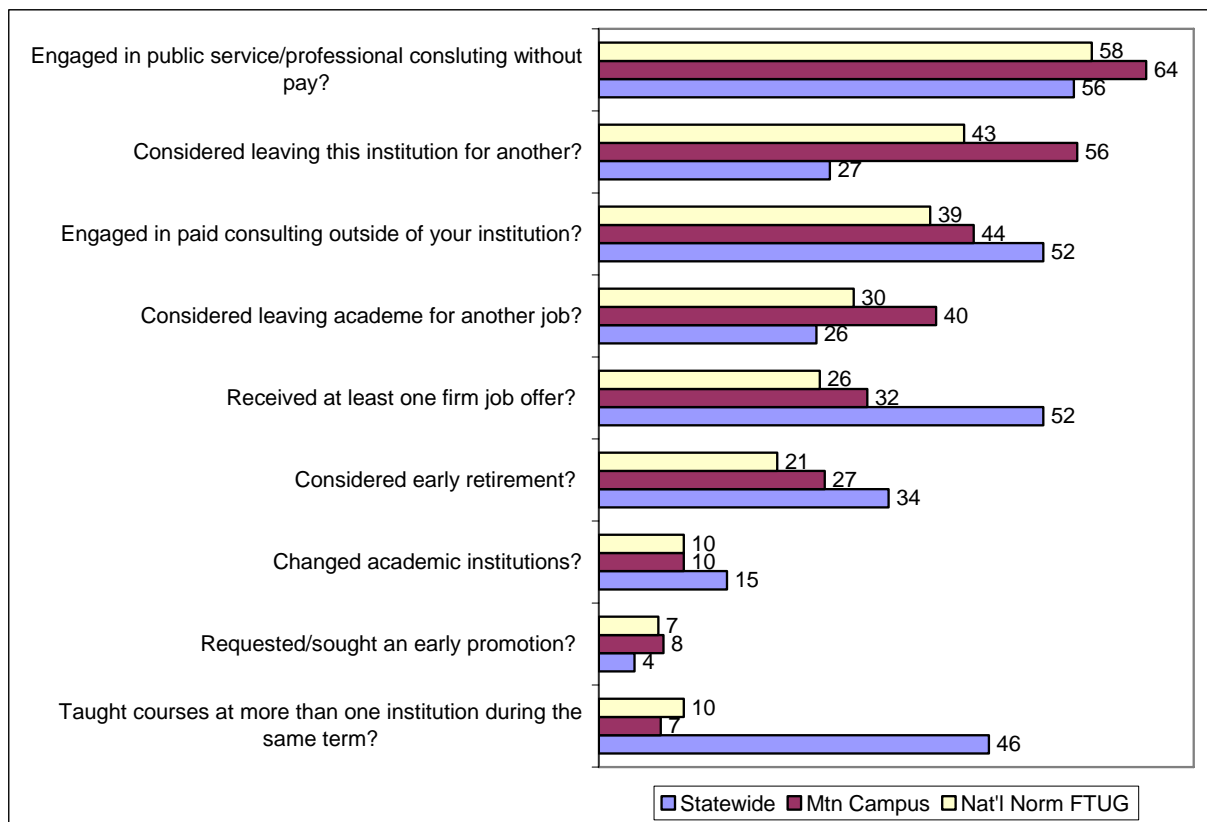
Goals

- The most important goals for undergraduates, as identified by the mountain campus and statewide respondents, were to help undergraduates master knowledge in a discipline, promote the ability to write effectively, and prepare students for employment after college.
- Over 95% of statewide and mountain campus respondents identified being a good teacher as a “very important” or “essential” personal goal. Seventy-five percent or more of both mountain campus and statewide respondents thought “developing a meaningful philosophy of life” and “serving as a role model to students” were important personal goals.

During the Past Two Years Have You . . .

Participants from the statewide sites responded differently when compared to the mountain campus respondents when asked a series of questions about behaviors engaged in over the previous two years.

- The statewide respondents were more likely to have received at least one job offer and have taught courses at more than one institution during the same term when compared to mountain campus respondents.
- Mountain campus respondents were more likely to have considered leaving NAU for another university and leaving academe for another job.



Do You to a Great Extent . . .

When asked about a variety of behaviors and beliefs, the statewide and mountain campus respondents replied differently on a variety of questions.

The statewide respondents were more likely to report:

- experiencing joy in their work,
- feeling good about the direction in which their life is headed,
- engaging in self-reflection,
- achieving a healthy balance between personal life and professional life,
- feeling that work adds meaning to their life,
- considering themselves a religious person and a spiritual person,
- engaging in prayer/meditation,
- experiencing a close alignment between work and personal values, and
- seeking opportunities to grow spiritually.

Mountain campus respondents were more likely to feel that they have to work harder than their colleagues to be perceived as a legitimate scholar compared to statewide respondents.

"Do you to a great extent....." (in percentage)	All Mtn Campus (including faculty and admin) (N=396)	All Statewide (including faculty and admin) (N=236)	Nat'l Full-time Undergrad Faculty (N=37,827)
Engage in self-reflection?	71	84	68
Feel that your work adds meaning to your life?	65	85	70
Experience close alignment between your work and your personal values?	62	74	59
Feel good about the direction in which your life is headed?	59	83	63
Experience joy in your work?	59	82	67
Eat a well-balanced diet?	53	49	45
Engage in regular exercise?	52	46	41
Consider yourself a spiritual person?	49	65	46
Get adequate amounts of sleep?	44	43	33
Achieve a healthy balance between your personal life and your professional life?	40	61	38
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor?	39	43	40
Engage in academic work that spans multiple disciplines?	39	31	35
Seek opportunities to grow spiritually?	34	47	30
Engage in prayer/meditation?	25	38	24
Consider yourself a religious person?	24	40	33
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar?	23	9	23

Agree "Strongly" or "Somewhat:"

Respondents were asked to indicate whether they agreed “strongly” or “somewhat” with a variety of statements about the institution’s campus environment and perceptions of students.

- Seventy percent or more of NAU’s mountain campus and statewide respondents agree strongly or somewhat that “faculty are interested in students’ personal problems,” and “there is adequate support for integrating technology in my teaching.”

Statewide and mountain campus participants responded differently on a variety of statements.

Mountain campus respondents were more likely to agree that:

- “my research is valued by faculty in my department,”
- “the criteria for advancement and promotion decisions are clear,”
- “my department has difficulty recruiting faculty,” and
- “my department has difficulty retaining faculty.”

Statewide respondents were more likely to agree that:

- “my values are congruent with the dominant institutional values,”
- “there is adequate support for faculty development,” and
- “faculty feel that most students are well-prepared academically.”

	All Mtn Campus (including faculty and admin) (N=396)	All Statewide (including faculty and admin) (N=236)	Nat'l Full- time Undergrad Faculty (N=37,827)
Agree "strongly" or "somewhat:" (in percentage)			
Faculty are interested in students' personal problems	82	80	78
There is adequate support for integrating technology in my teaching	77	71	76
My research is valued by faculty in my department	69	49	71
The criteria for advancement and promotion decisions are clear	68	54	69
My values are congruent with the dominant institutional values	59	75	66
Racial and ethnic diversity should be more strongly reflected in the curriculum	55	59	53
My department has difficulty recruiting faculty	54	25	41
My department does a good job of mentoring new faculty	52	43	60
This institution takes responsibility for educating underprepared students	51	60	56
Most of the students I teach lack the basic skills for college level work	42	38	34
My department has difficulty retaining faculty	41	23	27
There is adequate support for faculty development	40	53	53
Faculty are sufficiently involved in campus decision making	39	46	51
Faculty feel that most students are well-prepared academically	28	60	40
This institution should not offer remedial/developmental education	25	16	30
Most students are strongly committed to community service	18	27	37
There is a lot of campus racial conflict here	6	4	10

Issues Believed to be of "High" or "Highest" Priority for Your Institution:

When asked to identify issues that were of the highest priority for Northern Arizona University, statewide and mountain campus respondents identified different priorities.

Statewide respondents were more likely to report:

- developing a sense of community among students and faculty,
- developing leadership ability among students,
- helping students learn how to bring about change in American society,
- hiring faculty "stars",
- providing resources for faculty to engage in community-based teaching or research,
- increasing or maintaining institutional prestige, and
- creating and sustaining partnerships with surrounding communities as high priorities for the University.

Mountain campus respondents were more likely to report enhancing the institution's national image and pursuing extramural funding as high priorities for NAU.

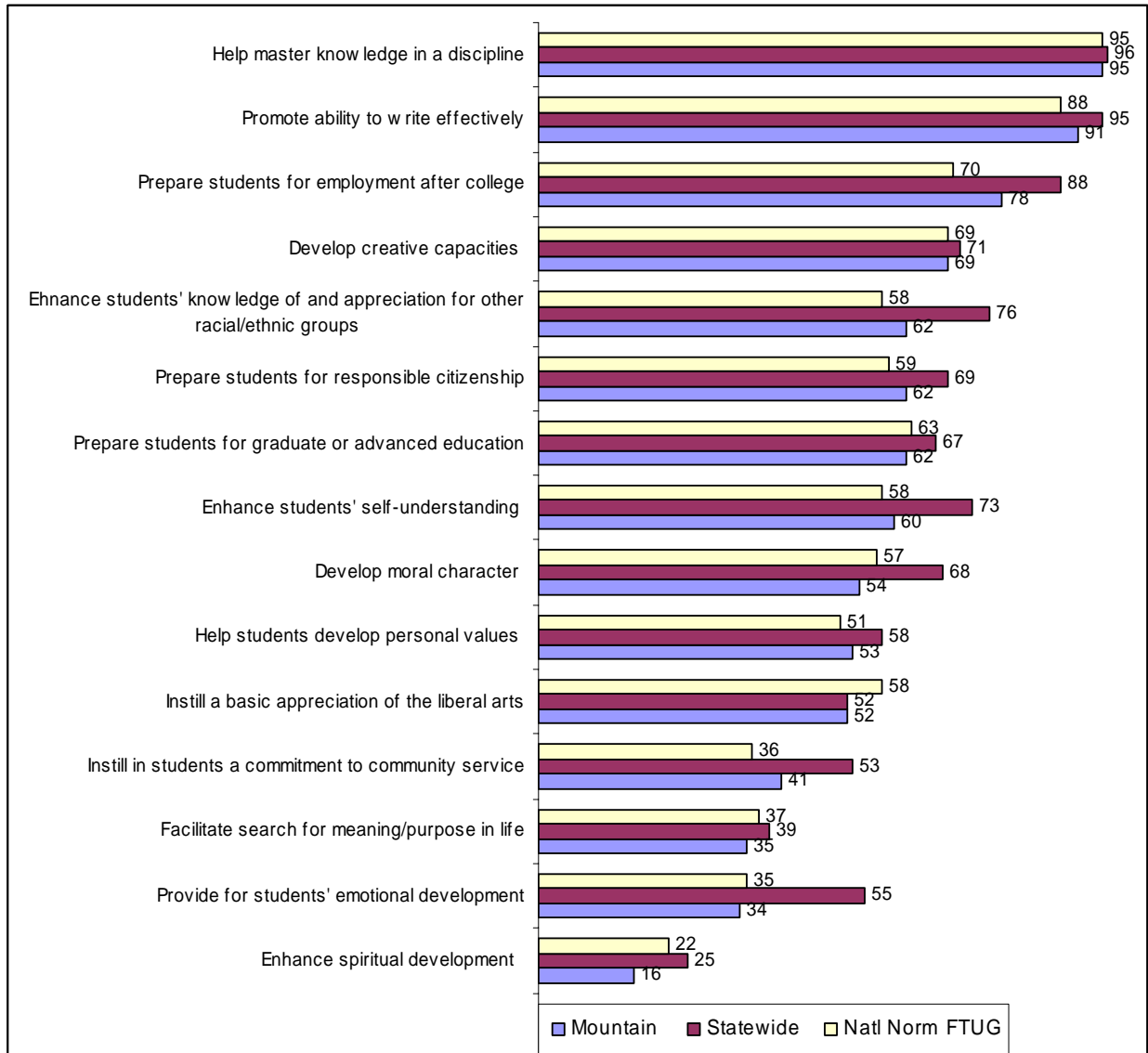
"Issues you believe to be "high" or "highest" priority of your institution" (in percentage)	All Mtn Campus (including faculty and admin) (N=396)	All Statewide (including faculty and admin) (N=236)	Nat'l Full-time Undergrad Faculty (N=37,827)
To promote the intellectual development of students	81	89	84
To create a diverse multi-cultural campus environment	60	56	54
To recruit more minority students	59	50	50
To enhance the institution's national image	59	48	69
To pursue extramural funding	55	35	61
To increase the representation of minorities in the faculty and administration	52	46	48
To develop a sense of community among students and faculty	46	62	54
To increase or maintain institutional prestige	46	56	64
To develop leadership ability among students	44	75	54
To increase the representation of women in the faculty and administration	44	46	43
To promote gender equity among faculty	43	48	47
To create and sustain partnerships with surrounding communities	42	67	41
To mentor new faculty	34	43	43
To provide resources for faculty to engage in community-based teaching or research	28	50	30
To help students learn how to bring about change in American society	27	52	34
To hire faculty "stars"	13	29	30

Goals for Undergraduates Noted as “Important” or “Essential:”

Mountain campus and statewide respondents were the most likely to identify helping undergraduates master knowledge in a discipline, promoting the ability to write effectively, and preparing students for employment after college as important goals for undergraduates.

Statewide respondents were more likely to identify the below as important goals for undergraduates:

- “prepare students for employment after college,”
- “enhance students’ knowledge of and appreciation for other racial/ethnic groups,”
- “Enhance students’ self-understanding,”
- “develop moral character,”
- “instill in students a commitment to community service,” and
- “provide for students’ emotional development.”



Personal Goals Noted as “Very Important” or “Essential”:

- Over 95% of statewide and mountain campus respondents identified being a good teacher as a “very important” or “essential” personal goal. Seventy-five percent or more of both mountain campus and statewide respondents thought “developing a meaningful philosophy of life” and “serving as a role model to students” were important personal goals.
- Statewide respondents were more likely to identify the personal goals of “becoming an authority in my field” and “influencing social values” as “very important” or “essential” when compared to the mountain campus respondents.
- Mountain campus respondents were more likely to identify the personal goals of “becoming involved in programs to clean up the environment,” “obtaining recognition from my colleagues for contributions to my special field,” and “being a good colleague” as being “very important” or “essential”.

Personal goals noted as “very important” or “essential” (<i>in percentage</i>)	All Mtn Campus (including faculty and admin) (N=396)	All Statewide (including faculty and admin) (N=236)	Nat'l Full-time Undergrad Faculty (N=37,827)
Being a good teacher	99	98	98
Being a good colleague	94	80	92
Serving as a role model to students	87	95	87
Developing a meaningful philosophy of life	75	75	70
Raising a family	67	66	71
Helping others who are in difficulty	67	70	64
Helping to promote racial understanding	57	62	54
Achieving congruence between my own values and institutional values	55	60	52
Being very well off financially	51	48	42
Integrating spirituality into my life	48	55	44
Obtaining recognition from my colleagues for contributions to my special field	47	30	51
Becoming an authority in my field	47	61	55
Influencing social values	43	53	36
Becoming involved in programs to clean up the environment	42	28	29
Influencing the political structure	25	23	19

Appendix A. Algorithms for Determining Respondent Type

Full-Time Undergraduate Faculty

A respondent was included in one of three ways, if he or she:

1. indicated full-time employment at NAU **AND** noted teaching as his/her principal activity **AND** either taught at least one undergraduate-level course **OR** taught no classes at all in the most recent term (this condition is included for teachers on sabbatical leave or those currently engaged in a research project).
2. taught at least two courses in the last term, one of which was at the undergraduate level
3. did not indicate that he/she taught any specific types of courses, but did indicate spending at least 9 hours per week in scheduled teaching.

Part-Time Undergraduate Faculty

A respondent was included in one of three ways, if he or she:

1. indicated part-time employment at NAU and noted teaching as his/her principal activity **AND** either taught at least one undergraduate-level course **OR** taught no classes at all in the most recent term.
2. taught at least one undergraduate-level course in the last term
3. did not indicate that he/she taught any specific types of courses, but did indicate spending 1- 8 hours per week in scheduled teaching.

Full-Time Academic Administrators

A respondent was included in this group if he or she indicated full-time employment at NAU **AND** a principal activity of administration. Please note that respondents already judged to be full- or part-time undergraduate faculty might also be included in this group.

Graduate Faculty (Not Otherwise Characterized)

A respondent was included in this group if he or she taught at least one graduate-level course **AND** was not already included in groups 1 – 3 above.

Other Respondents

A “catch-all” group including all respondents not included in groups 1 – 4 above. This group includes research, service and other personnel not involved in instruction; part-time administrators; and respondents who did not answer question #'s 1, 2, 17 or 18.

Appendix B. List of Institutions in the National Norm Group

The national norm groups are comprised of the respondents from all participating four-year institutions (N=373):

Institution	State	Institution	State	Institution	State
Alvernia College	PA	Viterbo University	WI	Oklahoma City University	OK
Belmont Abbey College	NC	Alaska Pacific University	AK	Pepperdine University	CA
Benedictine College	KS	Allegheny College	PA	Point Loma Nazarene University	CA
Benedictine University	IL	Asbury College	KY	Roanoke College	VA
Cabrini College	PA	Bard College	NY	Saint Andrews Presbyterian College	NC
Canisius College	NY	Bates College	ME	Saint Olaf College	MN
Christian Brothers University	TN	Beloit College	WI	Seattle Pacific University	WA
College of Saint Benedict	MN	Bentley College	MA	Simpson University	CA
College of Saint Mary	NE	Berea College	KY	Southwestern University	TX
College of Saint Scholastica	MN	Berry College	GA	Susquehanna University	PA
Divine Word College	IA	Bethune-Cookman College	FL	Tennessee Temple University	TN
Dominican University	IL	Brigham Young U-Hawaii Campus	HI	Texas Lutheran University	TX
Edgewood College	WI	Bucknell University	PA	Trinity University	TX
Fairfield University	CT	Carleton College	MN	U of Findlay	OH
Georgian Court College	NJ	Cedar Crest College	PA	U of Mary Hardin-Baylor	TX
Gwynedd-Mercy College	PA	Centre College	KY	U of the South	TN
Holy Family College	PA	Coe College	IA	Union University	TN
King's College	PA	Colgate University	NY	Valparaiso University	IN
Lewis University	IL	Colorado College	CO	Virginia Wesleyan College	VA
Madonna University	MI	Daniel Webster College	NH	Wartburg College	IA
Marymount University	VA	Denison University	OH	Wesleyan College	GA
Marywood University	PA	Dickinson College	PA	Whitworth College	WA
Molloy College	NY	Drury University	MO	Wittenberg University	OH
Mount Aloysius College	PA	Furman University	SC	Adelphi University	NY
Mount Saint Mary's College	MD	Gettysburg College	PA	Biola University	CA
Neumann College	PA	Gordon College	MA	Boston College	MA
Niagara University	NY	Goucher College	MD	Brigham Young University	UT
Saint Anselm College	NH	Grand View College	IA	Carnegie-Mellon University	PA
Saint John Fisher College	NY	Grinnell College	IA	Catholic University of America	DC
Saint Joseph's University	PA	Hamilton College	NY	Creighton University	NE
Saint Leo University	FL	Hartwick College	NY	Drake University	IA
Saint Mary-of-the-Woods College	IN	Haverford College	PA	Duquesne University	PA
Saint Mary's College	IN	Hope College	MI	Fordham University	NY
Saint Mary's U of Minnesota	MN	Illinois College	IL	La Sierra University	CA
Saint Mary's University	TX	Illinois Institute of Art	IL	Loyola University of Chicago	IL
Saint Norbert College	WI	Illinois Wesleyan University	IL	Loyola University-New Orleans	LA
Saint Peter's College	NJ	John Brown University	AR	Marquette University	WI
Saint Thomas University	FL	Judson College	IL	Northeastern University	MA
Saint Vincent College	PA	Juniata College	PA	Rice University	TX
Saint Xavier University	IL	Kalamazoo College	MI	Saint John's University-Queens	NY

U of Detroit Mercy	MI	Kenyon College	OH	Santa Clara University	CA
U of Portland	OR	Keystone College	PA	Southern Methodist University	TX
U of Saint Thomas	MN	Lewis and Clark College	OR	Syracuse University	NY
U of San Francisco	CA	Lincoln University	PA	Tufts University	MA
U of Scranton	PA	Lindsey Wilson College	KY	U of San Diego	CA
University of Saint Francis	IL	Macalester College	MN	U of the Pacific	CA
Ursuline College	OH	Marymount Manhattan College	NY	Villanova University	PA
Mills College	CA	Mass Col of Pharmacy & Hlth Sci	MA	Wake Forest University	NC
Minneapolis Coll of Art and Design	MN	Meredith College	NC	California State U-Bakersfield	CA
Nazareth College of Rochester	NY	Birmingham-Southern College	AL	California State U-Fresno	CA
Oberlin College	OH	Bluffton College	OH	Central Missouri State University	MO
Occidental College	CA	Bridgewater College	VA	Central Washington University	WA
Pacific Northwest College of Art	OR	California Baptist University	CA	Christopher Newport University	VA
Pine Manor College	MA	Calvin College	MI	Clarion U of Pennsylvania	PA
Regis College	MA	Carroll College	WI	Clayton College & State University	GA
Rhode Island School of Design	RI	Central College	IA	College of Charleston	SC
Rider University	NJ	Chapman University	CA	College of William and Mary	VA
Ripon College	WI	Chowan College	NC	Colorado State University-Pueblo	CO
Rockford College	IL	Concordia University	MN	Dickinson State University	ND
Saint Lawrence University	NY	Cornell College	IA	Eastern Connecticut State U	CT
Scripps College	CA	Dakota Wesleyan University	SD	Fort Hays State University	KS
Smith College	MA	Dordt College	IA	Fort Lewis College	CO
St Louis College of Pharmacy	MO	Earlham College	IN	Frostburg State University	MD
Swarthmore College	PA	East Texas Baptist University	TX	Georgia Southwestern State U	GA
Taylor University	IN	Eastern Mennonite University	VA	Grand Valley State University	MI
Touro College	NY	Eckerd College	FL	Henderson State University	AR
Trinity Christian College	IL	Elon University	NC	Humboldt State University	CA
U of Puget Sound	WA	Florida Southern College	FL	Kennesaw State University	GA
U of the Sciences in Philadelphia	PA	Geneva College	PA	Lamar University	TX
Ursinus College	PA	George Fox University	OR	Lock Haven U of Pennsylvania	PA
Valley Forge Christian College	PA	Goshen College	IN	Longwood University	VA
Vassar College	NY	Grace College	IN	Mansfield U of Pennsylvania	PA
Villa Julie College	MD	Greensboro College	NC	Mayville State University	ND
Washington and Lee University	VA	Greenville College	IL	Metropolitan State U	MN
Washington College	MD	Gustavus Adolphus College	MN	Millersville U of Pennsylvania	PA
Webb Institute	NY	Hampden-Sydney College	VA	Minot State University	ND
Webster University	MO	Hendrix College	AR	Missouri Western State College	MO
Western New England College	MA	Huntington College	IN	Montclair State University	NJ
Westmont College	CA	Iowa Wesleyan College	IA	Moorhead State University	MN
Wheaton College	MA	Lakeland College	WI	New College of Florida	FL
Wheelock College	MA	Lebanon Valley College	PA	North Georgia College & State U	GA
Whitman College	WA	Lee University	TN	Northeastern State University	OK
Willamette University	OR	Lycoming College	PA	Northern Arizona University	AZ
Williams College	MA	Lyon College	AR	Northern Kentucky University	KY
Wilson College	PA	Manchester College	IN	Penn State Erie-The Behrend Colleg	PA
Abilene Christian University	TX	Maryville College	TN	Radford University	VA

Agnes Scott College	GA	McPherson College	KS	Ramapo College of New Jersey	NJ
Albion College	MI	MidAmerica Nazarene University	KS	Richard Stockton College of NJ	NJ
Albright College	PA	Moravian College	PA	Saginaw Valley State University	MI
American Baptist College	TN	Morningside College	IA	San Jose State University	CA
Anderson College	SC	Mount Union College	OH	Sonoma State University	CA
Anderson University	IN	Mount Vernon Nazarene University	OH	Southeast Missouri State U	MO
Augustana College	IL	Nebraska Wesleyan University	NE	Southern Connecticut State U	CT
Austin College	TX	North Park University	IL	Southern Illinois U-Edwardsville	IL
Barton College	NC	Northwest Christian College	OR	Southern Oregon University	OR
Bethel College	IN	Northwest College	WA	Southern Utah University	UT
Southwest Minnesota State U	MN	Nyack College	NY	Butler University	IN
Southwest Missouri State U	MO	Ohio Northern University	OH	Case Western Reserve University	OH
SUNY A & T College-Cobleskill	NY	U of Southern Indiana	IN	Cornell University	NY
SUNY College-Geneseo	NY	Utah State University	UT	Loyola Marymount University	CA
Texas State University-San Marcos	TX	Wayne State University	MI	Central Connecticut State U	CT
Truman State University	MO	Albertson College of Idaho	ID	Eastern New Mexico University	NM
U of Central Oklahoma	OK	Azusa Pacific University	CA	Northwest Missouri State U	MO
U of Louisiana at Lafayette	LA	Chatham College	PA	Rhode Island College	RI
U of Massachusetts-Dartmouth	MA	Lafayette College	PA	Colorado State University	CO
U of Michigan-Dearborn	MI	Lynchburg College	VA	Oregon State University	OR
U of Minnesota-Morris	MN	Mount Holyoke College	MA	Texas A & M University	TX
U of Montevallo	AL	Mount Saint Mary College	NY	U of Arkansas-Fayetteville	AR
U of Nebraska-Kearney	NE	Northwestern College	MN	U of California-Irvine	CA
U of Nebraska-Omaha	NE	Olivet College	MI	U of New Mexico	NM
U of North Carolina-Asheville	NC	U of La Verne	CA	U of North Carolina-Chapel Hill	NC
U of North Carolina-Charlotte	NC	Central Methodist University	MO	U of Toledo	OH
U of Pittsburgh-Bradford	PA	Mary Baldwin College	VA	U of Virginia	VA
U of South Carolina-Aiken	SC	Baylor University	TX	Ohio State University	OH
U of South Carolina-Upstate	SC	Brandeis University	MA	South Dakota State University	SD
U of Tennessee-Chattanooga	TN	Western Illinois University	IL	Texas A&M U-Corpus Christi	TX
U of the Virgin Islands	VI	Worcester State College	MA	U of Alaska-Fairbanks	AK
U of Wisconsin-Green Bay	WI	Youngstown State University	OH	U of Connecticut	CT
U of Wisconsin-Stevens Point	WI	Cleveland State University	OH	U of Idaho	ID
U of Wisconsin-Stout	WI	East Carolina University	NC	U of Missouri-Kansas City	MO
US Coast Guard Academy	CT	Florida State University	FL	U of Montana	MT
US Naval Academy	MD	Miami University	OH	U of North Dakota	ND
Valley City State University	ND	North Dakota State University	ND	U of North Texas	TX
Washburn University	KS			U of Oregon	OR
Weber State University	UT				
West Texas A & M University	TX				

Appendix C. HERI Classification of Participating Institutions
HERI STRATIFICATION CELL

Institution Average SAT Score for Entering Freshmen Determines Stratification Cell:

Public Universities

01 low less than 1,085
 02 medium 1,085 – 1,139
 03 high 1,140 or more

Private Universities

04 medium less than 1,174
 05 high 1,174 – 1,309
 06 very high 1,310 or more

Public Four-year Colleges

07 low less than 985
 08 medium 985 – 1,054
 09 high 1,055 or more
 10 unknown 3

Nonsectarian Four-year Colleges

11 low less than 1,015
 12 medium 1,105 – 1,099
 13 high 1,100 – 1,249
 14 very high 1,250 or more
 15 unknown

Catholic Four-year Colleges

16 low less than 1,020
 17 medium 1,020 – 1,074
 18 high 1,075 or more
 19 unknown

Other Religious Four-year Colleges

20 very low less than 985
 21 low 985 – 1,049
 22 medium 1,050 – 1,099
 23 high 1,100 or more
 24 unknown

Two-year Colleges 4

25-29 public
 30-33 private

Historically Black Colleges & Universities 4

34 public 4-year colleges/universities
 35 private 4-year colleges/universities
 36 public 2-year colleges
 37 private 2-year colleges

NOTES:

1 The broad categories of institutional type are defined as follows:

University an institution that awards a substantial number of doctoral-level degrees in at least five different disciplines. The HERI “university” is roughly equivalent to the Carnegie “Research” and “Doctoral” designations.

Four-year College an institution that awards master- and/or bachelor-level degrees. Corresponds equivalent to the Carnegie “Master’s (Comprehensive)” and “Baccalaureate (Liberal Arts)” designations.

Two-year College an institution that awards associate-level degrees.

2 Selectivity is defined as the average SAT Composite Score of the entering class.

3 Institutions with unknown selectivity are grouped with the low-selectivity when computing the National Norms.

4 Two-year colleges and historically Black colleges & universities are not differentiated by selectivity.