

# Are Fresno State Seniors Academically Challenged Enough?

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The National Survey of Student Engagement (NSSE) combines 11 questions into a construct called Level of Academic Challenge (LAC). The rationale for measuring such a construct, according to NSSE, is that “challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.”

A review of NSSE data collected from Fresno State freshmen and seniors in Spring 2007 shows that academic challenge at Fresno State is lower for seniors than it is at comparable Carnegie institutions (Table 1). The effect size, which indicates the magnitude of the difference, is small. Therefore, administrators and faculty must decide whether it is of substantive importance. At the request of the Provost, this study examines academic challenge among our seniors more closely in order to facilitate discussion and help answer that question. (See Appendix for methodological notes.)

**Table 1**  
**Level of Academic Challenge (LAC)**

	Fresno State		Carnegie Peers	
<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect Size</i>
First-Year	50.6	51.0		-.03
Senior	53.3	55.5	***	-.16

\*\*\* Significant at the .001 level (2-tailed).

## How Does Fresno State Compare on Specific Academic Challenge Items?

On the 11 items that comprise the LAC construct, Fresno State seniors rated the University and themselves equivalent to Carnegie peers on six items and lower on five (Table 2).

*Equivalent:* Fresno State seniors spend as many hours per week preparing for class as Carnegie peer seniors. Their coursework requires them to make judgments about the value of information just as frequently and they write an equivalent number of papers of varying page lengths. Spending significant amounts of time studying is emphasized by Fresno State to the same degree as similar Carnegie schools.

*Lower:* Fresno State seniors were less likely than their peers at comparable Carnegie universities to have worked harder than they thought they could to meet an instructor’s expectations. Their coursework emphasizes analyzing, synthesizing and applying concepts and theories to practical problems or new situations less than their peers’ coursework. Fresno State seniors’ courses require fewer assigned textbooks or book-length readings.

**Table 2**  
**What LAC Items Do Fresno Seniors Rate Lower Than Peer Seniors?**

<b>NSSE Item</b>			<b>Fresno State</b>	<b>Carnegie Peers</b>		
	<i>Construct</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect Size</i>
Worked harder than you thought you could to meet an instructor's standards or expectations	LAC	SR	2.62	2.75	***	-.14
<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	LAC	SR	3.15	3.21	*	-.09
<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	LAC	SR	2.94	3.03	**	-.11
<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	LAC	SR	2.94	2.99		-.05
<b>Applying</b> theories or concepts to practical problems or in new situations	LAC	SR	3.05	3.18	***	-.16
Number of assigned textbooks, books, or book-length packs of course readings	LAC	SR	2.96	3.11	***	-.15
Number of written papers or reports of <b>20 pages or more</b>	LAC	SR	1.63	1.64		-.01
Number of written papers or reports <b>between 5 and 19 pages</b>	LAC	SR	2.57	2.56		.02
Number of written papers or reports of <b>fewer than 5 pages</b>	LAC	SR	2.93	2.91		.01
Hours per week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	LAC	SR	3.91	3.96		-.03
Institution emphasizes spending significant amounts of time studying and on academic work	LAC	SR	3.06	3.06		.00

\*Significant at the .05 level (2-tailed).

\*\* Significant at the .01 level (2-tailed).

\*\*\*Significant at the .001 level (2-tailed).

### **How Does Fresno State Compare on Other Academic Challenge Related Items?**

In an attempt to bring additional information to bear on the question of academic challenge, I reviewed the survey for items that seem reasonably related to those included in the LAC then ran correlations to confirm the relationship.

Among these eight items (Table 3), Fresno State seniors' coursework was more likely than Carnegie peers to emphasize memorization and they were less likely to put together concepts or ideas from different courses when completing assignments or during class discussions. Their exams, however, are just as challenging. They are as likely as peers to complete two or more drafts of papers they turn in and their papers or projects are equally likely to require them to integrate ideas or information from various sources. Attending class without having completed readings or assignments is more common for Fresno State seniors than their peers. They rate Fresno State lower on providing support to help them succeed academically than

seniors at other Carnegie peers rate their institutions. As with all other items in this analysis, the effect sizes are small.

**Table 3**  
**What Other Academic Challenge Related Items Do Fresno State Seniors Rate Differently Than Peers?**

NSSE Item	Class	Fresno State	Carnegie Peers		
		Mean	Mean	Sig	Effect Size
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	SR	2.87	2.75	**	.13
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	SR	5.46	5.43		.03
Come to class without completing readings or assignments	SR	2.18	2.04	***	.18
Prepared two or more drafts of a paper or assignment before turning it in.	SR	2.48	2.54		-.06
Institution provides the support you need to help you succeed academically	SR	2.74	2.88	***	-.16
Number of problem sets that take you more than an hour to complete	SR	2.69	2.60		.07
Put together ideas or concepts from different courses when completing assignments or during class discussions	SR	2.78	2.89	**	-.13
How often worked on a paper or project that required integrating ideas or information from various sources	SR	3.35	3.32		.03

\*\* Significant at the .01 level (2-tailed).

\*\*\* Significant at the .001 level (2-tailed).

### Does Academic Challenge Differ By College?

The overall level of academic challenge, as measured by the LAC construct, does not differ by college for seniors. However, seven items do show differences. Education places the least emphasis on analysis and Engineering emphasizes it most. Engineering, Science and Math and Arts and Humanities all emphasize analysis more than Education and Health and Human Services.

Seniors majoring in the Social Sciences and Arts and Humanities are more likely than those in Business, Agriculture, Engineering and Health and Human Services to write more 5-19 page reports or papers.

Education majors are more likely to write at least two drafts of a paper than are majors in Science and Math, Business, Engineering and Health and Human Services. Arts and Humanities and Social Science majors are more likely to do so than Science and Math majors.

Engineering majors spend more hours studying than majors in all colleges except Arts and Humanities and Science and Math. Majors in these three colleges spend about the same amount of time studying. Additionally, Engineering majors complete more problem sets that take more than one hour than do majors in the other colleges.

Engineering majors were less likely than all other colleges except Agriculture to indicate that their coursework involves integrating ideas or information from various sources. Arts and Humanities and Social Science majors were more likely to do this than Agriculture majors.

Education majors are more likely than all majors except Health and Human Services and Social Sciences to say they would start again at Fresno State. Social Science majors were more likely than Agriculture, Engineering, Science and Math and Arts and Humanities to say they would start here again.

### **Do Faculty and Student Ratings of Academic Challenge Agree?**

As Table 4 shows, more students than faculty think Fresno State emphasizes spending significant amounts of time studying (76% to 61%). Conversely, more faculty members than students believe Fresno State provides students the support they need to succeed academically (71% to 62%).

Ninety percent of faculty members said their course exams are quite challenging for students. Eighty percent of students rate their exams quite challenging. Students are much more likely than faculty to say that their coursework involves a substantial amount of memorization (67% to 26%). A higher percentage of faculty members than students indicate that their course emphasizes synthesizing ideas and information and applying theories or concepts to practical problems (Table 4).

Students and faculty agree on the extent to which two or more drafts of papers are done, the extent to which courses require integrating ideas or information from various sources, and on the degree to which coursework requires putting together ideas from different courses for class assignments or discussions (Table 4).

**Table 4**  
**Upper Division Faculty and Senior Student Comparisons**

<b>Faculty Responses</b>	<b>Student Responses</b>
<b>Percentage of faculty who reported that their institution emphasizes each of the following</b>	<b>Extent to which your institution emphasizes the following</b>
<i>Very Much or Quite a Bit</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work <b>61%</b>	Spending significant amounts of time studying and on academic work 76%
Providing students the support they need to help them succeed academically <b>71%</b>	Providing the support you need to help you succeed academically 62%
<b>Percentage of faculty who reported that it is important or very important that their students do the following</b>	<b>How often did you do the following during the current school year</b>
<i>Very Important or Important</i>	<i>Very Often or Often</i>
Prepare two or more drafts of a paper or assignment before turning it in <b>53%</b>	Prepared two or more drafts of a paper or assignment before turning it in 55%
Work on a paper or project that requires integrating ideas or information from various sources <b>86%</b>	Worked on a paper or project that required integrating ideas or information from various sources 85%
Put together ideas or concepts from different courses when completing assignments or during class discussions <b>64%</b>	Put together ideas or concepts from different courses when completing assignments or during class discussions 63%
<b>Percentage of faculty who reported that their evaluations of student performance are quite challenging for students</b>	<b>To what extent did your examinations challenge you to do your best work</b>
<i>Quite Challenging</i>	<i>Quite Challenging</i>
Extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work <b>90%</b>	Extent to which your examinations during the current school year challenged you to do your best work 80%
<small>Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.</small>	<small>Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.</small>
<b>Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses</b>	<b>How much coursework during the current school year emphasized the following?</b>
<i>Very Much or Quite a Bit</i>	<i>Very Much or Quite a Bit</i>
Memorizing facts, ideas, or methods from your course and readings <b>26%</b>	Memorizing facts, ideas or methods from your course and readings 67%
Analyzing the basic elements of an idea, experience or theory <b>89%</b>	Analyzing the basic elements of an idea, experience or theory 80%
Synthesizing and organizing ideas, information, or experiences <b>88%</b>	Synthesizing and organizing ideas, information, or experiences 69%
Making judgments about the value of information, arguments or methods <b>74%</b>	Making judgments about the value of information, arguments, or methods 69%
Applying theories or concepts to practical problems or in new situations <b>85%</b>	Applying theories or concepts to practical problems or in new situations 73%

Comparisons of student and faculty agreement on the extent to which book-length readings, problem sets and number of papers of specific lengths are assigned are difficult to make given the way the questions were asked on the two surveys and the differing response scales. However, responses on one item are clear. Faculty and students agree that most seniors “are not” writing 20-page papers (Table 5). Additional data is in Appendix Table 2A.

**Table 5**

Faculty Responses			Student Responses		
	<i>None</i>	<i>1</i>		<i>None</i>	<i>1-4</i>
Number of written papers or reports of <b>20 pages or more</b>	<b>75%</b>	<b>16%</b>	Number of written papers or reports of <b>20 pages or more</b>	78%	14%

The faculty has considerably higher expectations for the amount of time students will spend studying for their classes than students actually spend studying (Table 6). Ninety-two percent of faculty members expect students to spend 3 or more hours per week studying for a single class. Sixty-five percent expect students to spend more than 5 hours per week studying for a single class. Their estimation of the time students actually spend studying is very close to the amount of time students say they do spend. Using the interpretation of Table 6 as noted in the following paragraph, about 47% spend 3 or more hours per week studying for one class and about 15% study 5 or more hours per week for a class.

(Table 6 Interpretation Note: Given that faculty members were to respond to the questions based on a single class and student responses were based on all classes, a full-time course load of 12 credit units and 3-credit unit courses are assumed in choosing the appropriate student response categories for comparison in Table 6. Students, it’s assumed, are basing their estimation on four 3-unit courses per semester.)

**Table 6**

Faculty Responses			Student Responses		
<b>Percent of faculty indicating hours per week students in their class spend doing the following</b>			<b>How many hours per week do you spend doing the following</b>		
	<i>3 +</i>	<i>5 +</i>		<i>11 +</i>	<i>21 +</i>
Hours per week you <u>expect</u> students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<b>92%</b>	<b>65%</b>	Cell intentionally blank, No Corresponding Question		
Hours per week you think students <u>actually</u> spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<b>50%</b>	<b>17%</b>	Hours per week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<b>47%</b>	<b>15%</b>
Note: Response categories combined and compared based on full ugrad courseload (12 units) of 3 credit unit courses.					

Table 7 shows that 28% of faculty members say that more than half of their students frequently come to class without having prepared. Twenty-seven percent of students say they come to class unprepared often or very often. However, 62% say they sometimes attend class

without having completed their assignments. Twenty-nine percent of faculty members say more than half of their students work harder than usual to meet their standards. Fifty-three percent of students say they often or very often work harder than they thought they could to meet an instructor's standards. Forty percent say they sometimes do. Again, the comparative interpretation of these responses is not straightforward. Therefore, all student response categories are shown to assist in interpretation.

**Table 7**

Faculty Responses		Student Responses				
Percentage of faculty who reported that more than half of students from their courses do the following		How often did you do the following during the current school year				
<i>50% or Higher</i>		<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>	
Frequently come to class without completing readings or assignments	<b>28%</b>	Come to class without completing assignments	7%	18%	62%	14%
Frequently work harder than they usually do to meet your standards	<b>29%</b>	Worked harder than you thought you could to meet an instructor's standards or expectations	15%	38%	40%	7%

**Does the Level of Academic Challenge Affect Seniors' Satisfaction with Fresno State?**

In considering whether these relatively small academic challenge differences between Fresno State and its Carnegie peers are substantial enough to warrant action, the relationship between the survey's measures of overall student satisfaction and the Level of Academic Challenge construct was examined. The measures (i.e., how students rate their entire educational experience here and whether they would start here again) are mildly correlated with the LAC (Table 8). Both items are rated lower by Fresno State seniors than by Carnegie peers (Table 9). The correlation between seniors' rating of their educational experience and the likelihood that they would start here again is high (.653). Again, the size of the difference between Fresno

**Table 8**  
**Academic Challenge and Seniors' Overall Assessment of Fresno State**

NSSE Construct		How would you evaluate your entire educational experience at this institution?	If you could start over again, would you go to the SAME INSTITUTION you are now attending?
Academic Challenge	Correlation	.226(**)	0.119
	Sig.	0.000	0.005
	N	544	544
Evaluate entire educational experience at this institution	Correlation		.653
	Sig.		0.000
	N		544

State and Carnegie peers on the two satisfaction measures is small and the overall ratings are “good” and “probably yes.” However, the strong correlation between students’ satisfaction with their educational experience and their willingness to start here again, the numerous small differences between Fresno State and its Carnegie peers, and the differences between student and faculty ratings should be considered as discussion of this issue of academic challenge unfolds.

**Table 9**  
**Comparison of Seniors' Satisfaction: Fresno State and Carnegie Peers**

NSSE Item	Fresno State	Carnegie Peers		
	Mean	Mean	Sig	Effect Size
<b>Satisfaction</b>	<i>1=poor, 2=fair, 3=good, 4=excellent</i>			
How would you evaluate your entire educational experience at this institution?	3.02	3.16	***	-.19
	<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>			
If you could start over again, would you go to the <i>same institution</i> you are now attending?	3.01	3.14	***	-.15

\*\*\* Significant at the .001 level (2-tailed).

## Appendix

### Methodology Notes

The National Survey of Student Engagement (NSSE) and the companion Faculty Survey of Student Engagement (FSSE) were administered in Spring 2007. A total of 1,187 new freshman and senior students responded to the NSSE (24% response rate) and 442 Faculty to the FSSE (36% response rate). The FSSE asks faculty respondents to identify themselves as responding based on teaching a lower division or upper division class. The analyses in this report are based on senior responses (N=625) and faculty teaching an upper division course (N=232). The margin of error for each survey as a whole is plus or minus 2.6% at a 95% confidence level for the NSSE and plus or minus 3.7% for the FSSE. Utilizing these two subpopulations, rather than all respondents, the margin of error for NSSE seniors is 3.7% and 5.7% for FSSE upper division faculty.

In order to give some indication of the extent to which respondents to the two surveys are from the same college, Table 1A below shows the student and faculty survey sample distributions by discipline as coded by NSSE. For college-level analyses in this report, student data was recoded to correspond with Fresno State colleges. To assure faculty confidentiality, the NSSE organization does not provide faculty data at the level of detail needed to recode by college.

**Table 1A**  
**Survey Sample Distributions for Faculty and Students**  
**by Academic Area**

	Faculty		Students	
	N	%	N	%
Arts & Humanities	49	21.1	128	23.8
Biological science	12	5.2	26	4.8
Business	18	7.8	101	18.8
Education	7	3.0	17	3.2
Engineering	13	5.6	25	4.6
Physical science	17	7.3	14	2.6
Professional	21	9.1	52	9.7
Social science	48	20.7	87	16.2
Other	44	19.0	87	16.2
Unidentified	3	1.3	1	0.2
Total	232	100	538	100

Data on comparisons to Carnegie peers was provided by the NSSE organization. Frequencies, means and effect sizes in this report were provided by NSSE. Pearson and Spearman's rho correlations were used to test associations between items. One-Way ANOVA with Tukey's HSD and Games-Howell multiple comparison tests and the Kruskal-Wallis One-Way ANOVA and Mann-Whitney U tests were utilized to compare means by college. Levene's Homogeneity of Variance and ANOVA Linearity tests were used to explore the nature of the data.

Table 2A shows the percentage of faculty that assign one or 2-3 textbooks for a single class, the percentage that require zero or one paper of specific lengths, and the percentage that assign zero or 1-2 problem sets that take students more than one hour to complete. Student responses

show the percentage of students whose coursework throughout the year has included 1-4 or 5-10 book-length readings, zero or 1-4 papers of varying lengths, and zero or 1-2 problem sets that take them more than 1 hour to complete. It is included here for reference though making comparisons from the data is not straightforward.

**Table 2A**

<b>Faculty Responses</b>			<b>Student Responses</b>		
	<i>1</i>	<i>2-3</i>		<i>1-4</i>	<i>5-10</i>
Number of assigned textbooks, books, or book-length packs of course readings	<b>54%</b>	<b>30%</b>	Number of assigned textbooks, books, or book-length packs of course readings	25%	51%
	<i>None</i>	<i>1</i>		<i>None</i>	<i>1-4</i>
Number of written papers or reports of <b>20 pages or more</b>	<b>75%</b>	<b>16%</b>	Number of written papers or reports of <b>20 pages or more</b>	78%	14%
Number of written papers or reports <b>between 5 and 19 pages</b>	<b>31%</b>	<b>30%</b>	Number of written papers or reports <b>between 5 and 19 pages</b>	8%	47%
Number of written papers or reports of <b>fewer than 5 pages</b>	<b>22%</b>	<b>13%</b>	Number of written papers or reports of <b>fewer than 5 pages</b>	4%	43%
	<i>None</i>	<i>1-2</i>		<i>None</i>	<i>1-2</i>
Number of problem sets that take you <b>more than an hour</b> to complete	<b>34%</b>	<b>33%</b>	Number of problem sets that take you <b>more than an hour</b> to complete	12%	32%

**Table 3A**

**NSSE 2007 Peer Group**

**California State University, Fresno**

**HOW GROUP WAS SELECTED**

Your Institution did not identify a peer group. Your default criteria were all institutions in your 2005 Basic Carnegie Classification.

**SELECTED PEER GROUP CRITERIA**

	Basic 2005 Carnegie Classification(s):	18
<b>Institution Name</b>	<b>City</b>	<b>State</b>
Appalachian State University	Boone	NC
Arizona State University at the West Campus	Glendale	AZ
Arkansas State University	Jonesboro	AR
Baldwin-Wallace College	Berea	OH
Bellarmine University	Louisville	KY
Belmont University	Nashville	TN
Bradley University	Peoria	IL
California State University-Bakersfield	Bakersfield	CA
California State University-Dominguez Hills	Carson	CA
California State University-Long Beach	Long Beach	CA
California State University-Los Angeles	Los Angeles	CA
California State University, Northridge	Northridge	CA
California University of Pennsylvania	California	PA
Central Connecticut State University	New Britain	CT
Central Washington University	Ellensburg	WA
Chaminade University of Honolulu	Honolulu	HI
Chicago State University	Chicago	IL

Columbia College	Columbia	SC
Converse College	Spartanburg	SC
CUNY Bernard M Baruch College	New York	NY
CUNY Brooklyn College	Brooklyn	NY
CUNY Hunter College	New York	NY
East Central University	Ada	OK
Eastern Kentucky University	Richmond	KY
Eastern Washington University	Cheney	WA
Emporia State University	Emporia	KS
Fort Hays State University	Hays	KS
Framingham State College	Framingham	MA
Frostburg State University	Frostburg	MD
Gardner-Webb University	Boiling Springs	NC
Grand Valley State University	Allendale	MI
Hamline University	St. Paul	MN
Holy Family University	Philadelphia	PA
Indiana University-South Bend	South Bend	IN
Iona College	New Rochelle	NY
La Salle University	Philadelphia	PA
Lesley University	Cambridge	MA
Long Island University-Brooklyn Campus	Brooklyn	NY
Loyola College in Maryland	Baltimore	MD
Loyola Marymount University	Los Angeles	CA
Manhattanville College	Purchase	NY
Marian College of Fond du Lac	Fond du Lac	WI
Marist College	Poughkeepsie	NY
Marymount University	Arlington	VA
Maryville University of Saint Louis	St. Louis	MO
Marywood University	Scranton	PA
McDaniel College	Westminster	MD
McNeese State University	Lake Charles	LA
Mercer University	Macon	GA
Millersville University of Pennsylvania	Millersville	PA
Minnesota State University-Mankato	Mankato	MN
Missouri State University	Springfield	MO
Morehead State University	Morehead	KY
Murray State University	Murray	KY
Naropa University	Boulder	CO
National University	La Jolla	CA
Nazareth College of Rochester	Rochester	NY
Niagara University	Niagara University	NY
Norfolk State University	Norfolk	VA
Northeastern Illinois University	Chicago	IL
Northern Kentucky University	Highland Heights	KY
Northern Michigan University	Marquette	MI
Notre Dame de Namur University	Belmont	CA
Pfeiffer University	Misenheimer	NC
Pittsburg State University	Pittsburg	KS
Plymouth State University	Plymouth	NH
Prairie View A&M University	Prairie View	TX
Quinnipiac University	Hamden	CT
Radford University	Radford	VA

Regis University	Denver	CO
Rhode Island College	Providence	RI
Robert Morris University	Moon Township	PA
Rochester Institute of Technology	Rochester	NY
Rockhurst University	Kansas City	MO
Roosevelt University	Chicago	IL
Sacred Heart University	Fairfield	CT
Saint Bonaventure University	St. Bonaventure	NY
Saint Mary's College of California	Moraga	CA
Saint Peters College	Jersey City	NJ
Saint Xavier University	Chicago	IL
San Francisco State University	San Francisco	CA
Santa Clara University	Santa Clara	CA
Seattle Pacific University	Seattle	WA
Seattle University	Seattle	WA
Shenandoah University	Winchester	VA
Simmons College	Boston	MA
Southeastern Louisiana University	Hammond	LA
Southern Connecticut State University	New Haven	CT
Southern Illinois University Edwardsville	Edwardsville	IL
Southern Oregon University	Ashland	OR
Southern Wesleyan University	Central	SC
St. Cloud State University	St. Cloud	MN
St. Edward's University	Austin	TX
St. Mary's University	San Antonio	TX
Stephen F. Austin State University	Nacogdoches	TX
SUNY College at Brockport	Brockport	NY
SUNY Potsdam	Potsdam	NY
Tarleton State University	Stephenville	TX
Texas A&M University-Corpus Christi	Corpus Christi	TX
The Citadel, The Military College of South Carolina	Charleston	SC
The College of New Rochelle	New Rochelle	NY
The College of Saint Rose	Albany	NY
The College of Saint Scholastica	Duluth	MN
The College of St. Catherine	St. Paul	MN
The University of Findlay	Findlay	OH
The University of Texas-Pan American	Edinburg	TX
The University of Texas at San Antonio	San Antonio	TX
The University of Texas at Tyler	Tyler	TX
Touro College	New York	NY
Towson University	Towson	MD
Trinity (Washington) University	Washington	DC
Troy University	Troy	AL
University of Dallas	Irving	TX
University of Illinois at Springfield	Springfield	IL
University of Indianapolis	Indianapolis	IN
University of Michigan-Dearborn	Dearborn	MI
University of New England	Biddeford	ME
University of New Haven	West Haven	CT
University of North Carolina Wilmington	Wilmington	NC
University of Northern Iowa	Cedar Falls	IA
University of Puerto Rico-Mayaguez	Mayaguez	PR

University of Southern Maine	Portland	ME
University of St. Thomas (TX)	Houston	TX
University of West Georgia	Carrollton	GA
University of Wisconsin-Stout	Menomonie	WI
University of Wisconsin-Whitewater	Whitewater	WI
Valdosta State University	Valdosta	GA
Viterbo University	La Crosse	WI
Webster University Worldwide	St. Louis	MO
West Texas A&M University	Canyon	TX
Western Carolina University	Cullowhee	NC
Western Connecticut State University	Danbury	CT
Western Illinois University	Macomb	IL
Western Kentucky University	Bowling Green	KY
Wheelock College	Boston	MA
William Carey University	Hattiesburg	MS
William Paterson University of New Jersey	Wayne	NJ
Winthrop University	Rock Hill	SC
Xavier University	Cincinnati	OH
Youngstown State University	Youngstown	OH