

A GEOGRAPHICAL CLASSIFICATION OF
MASTER'S COLLEGES AND UNIVERSITIES

by

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A DISSERTATION

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ABSTRACT

This study had two primary objectives. First, this study sought to create a classification system to which publicly-controlled Carnegie classified Master's Colleges and Universities could be grouped according to geographical service (rural-serving, suburban-serving, or urban-serving). Second, once the classification system was developed and applied, the study, using descriptive statistics, sought to describe selected characteristics of these institutions. The variables chosen to describe these institutions included membership status in the American Association of State Colleges and Universities (AASCU), student unduplicated headcount enrollments, number of degrees awarded, student race/ethnicity, student financial aid, and student loan indebtedness.

Using population data from the 2000 United States decennial census, the American Association of State Colleges and Universities, and the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS), this study had four major findings. First, most (94%) of publicly-controlled Carnegie classified Master's Colleges and Universities are participating members of AASCU. Second, publicly-controlled Carnegie classified Master's Colleges and Universities are approximately 61% rural-serving, 21% suburban-serving, and 17% urban-serving. Of the 2.5 million students enrolled during academic year 2006-07, 50% were enrolled in a rural-serving institution, while 25% and 24% were enrolled in suburban-serving and urban-serving institutions, respectively. Third, publicly-controlled Carnegie classified Master's Colleges and Universities enroll and graduate a very diverse student body. In total, students at public master's institutions are 61% White, 13% Black, and 11% Hispanic. While this is true in

total, significant minority enrollments were observed from the rural, suburban, and urban subclasses. Fourth and finally, student financial aid at public master's institutions has not kept pace with the need for student loans. In nearly every subclass, loans represent the single largest percentage of financial aid. Regretfully, the average loan taken out by a student at a public master's institution is nearly \$4,000. Moreover, the suburban-serving sector of public master's institutions posts the highest loan figure of \$4,474.

The study concludes with recommendations for policy, practice, and future studies. Discussions of the findings with an overall relevance to the future of higher education in the 21st century are offered.

DEDICATION

This dissertation is dedicated to my wife Amy and my children, Nora and Grant Kinkead, and the beautiful addition who will join our family in January.

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There are many people that have helped me reach this point in my life. First, I thank God that I was blessed with the ability and opportunity to pursue doctoral training. Beyond this, I wish to thank my parents, John and Mary Kinkead, for teaching the importance of education and to pursue my dreams with great tenacity. I also wish to thank my wife, Amy Kinkead, for being a constant source of encouragement for me. Amy, your many hours of proofreading were very much appreciated. My children, Nora, Grant, and Johnah Kinkead, are the shining jewels of my life. I love each of you more than words could ever describe. Nora, I especially appreciate your kind words and uplifting spirit concerning Daddy's big project.

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LIST OF ABBREVIATIONS

AASCU- American Association of State Colleges and Universities

HBCU- Historically Black College or University

HSI- Hispanic Serving Institution

MCU- Master's Colleges and Universities

CONTENTS

| | |
|---|----|
| ABSTRACT | ii |
| DEDICATION | iv |
| ACKNOWLEDGMENTS | v |
| LIST OF ABBREVIATIONS..... | vi |
| LIST OF TABLES | xi |
| 1. INTRODUCTION | 1 |
| Introduction | 1 |
| Statement of the Problem | 7 |
| Significance of the Problem | 10 |
| Purpose of the Study | 10 |
| Research Questions | 11 |
| Definitions of Terms | 11 |
| Terms Related to the Carnegie Classifications | 12 |
| Terms Related to the United States Census | 13 |
| Terms Related to NCES/IPEDS | 16 |
| Geographical Region | 18 |
| Terms Related to Higher Education | 19 |
| Limitations | 20 |
| Delimitations..... | 21 |

| | |
|--|-----------|
| Assumptions | 21 |
| Summary | 22 |
| 2. REVIEW OF RELATED LITERATURE..... | 23 |
| Introduction | 23 |
| Colleges of the Forgotten Americans | 23 |
| The Distinctiveness of Master’s Colleges and Universities | 26 |
| The American Association of State Colleges and Universities | 28 |
| History and Growth of AASCU | 28 |
| Researching AASCU Institutions | 32 |
| Present-Day AASCU | 34 |
| Challenges for the Future | 37 |
| Understanding the Context of Place | 42 |
| Students at AASCU-Type Institutions | 46 |
| Characteristics of First-Generation College Students | 48 |
| Experiences of First-Generation College Students | 51 |
| Challenges of First-Generation College Students | 53 |
| The Carnegie Classifications of Institutions of Higher Education | 54 |
| Summary | 62 |
| 3. RESEARCH METHODOLOGY | 64 |
| Introduction | 64 |
| Description of the Population | 64 |
| Classification Methods | 67 |
| Selection of Variables | 70 |

| | |
|--|-----|
| Instrumentation | 71 |
| Data Collection | 72 |
| Research Questions..... | 74 |
| Data Analysis | 75 |
| Summary | 76 |
| 4. PRESENTATION OF DATA..... | 77 |
| Introduction..... | 77 |
| Research Question 1 | 77 |
| Discussion..... | 78 |
| Research Question 2 | 86 |
| Discussion..... | 86 |
| Summary | 100 |
| 5. CONCLUSION AND RECCOMENDATIONS | 101 |
| Introduction..... | 101 |
| A Comparison of the Current and Proposed Classification Schema | 104 |
| Findings..... | 108 |
| Conclusions..... | 111 |
| Recommendations..... | 115 |
| Recommendations for Policy..... | 115 |
| Recommendations for Future Research..... | 119 |
| Closing Thoughts | 121 |
| REFERENCES | 124 |
| APPENDICES: | |

| | |
|--|-----|
| A. ALL MASTER’S COLLEGES AND UNIVERSITIES BY TYPE, CARNEGIE CLASSIFICATION AND HBCU STATUS | 131 |
| B. GEOGRAPHICAL CLASSIFICATIONS FOR PUBLICLY-CONTROLLED CARNEGIE CLASSIFIED MASTER’S COLLEGES AND UNIVERSITIES | 153 |
| C. AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES MEMBERSHIP AS OF SEPTEMBER 2008 | 165 |
| D. GRADUATE ENROLLMENT DATA AT PUBLIC MASTER’S COLLEGES AND UNIVERSITIES BY GEOGRAPHICAL CLASSIFICATION..... | 184 |
| E. IRB APPROVAL | 186 |

LIST OF TABLES

| | |
|---|----|
| 1. All Master's Colleges and Universities by Institutions and Undergraduate Enrollments for Academic Year 2006-07, Expressed in Numbers and Percentages | 9 |
| 2. Total Number of Institutions and Total Enrollments for Master's Colleges and Universities by Program Size and Control, Numbers and Percentages | 41 |
| 3. The Carnegie Classification System of Institutions of Higher Education by Major Class and Subclasses, 1973 and 1976 | 58 |
| 4. The Carnegie Classification System of Institutions of Higher Education by Major Class and Subclasses, 1987 and 1994 | 59 |
| 5. The Carnegie Classification System of Institutions of Higher Education by Major Class and Subclasses, 2000 and 2005 | 61 |
| 6. Publicly-Controlled Master's Colleges and Universities Undergraduate Enrollments, Expressed in Numbers and Percentages | 80 |
| 7. Number of Institutions and Undergraduate Enrollments at Publicly-Controlled Master's Colleges and Universities by Geographical Classification: 2006-07, Expressed in Numbers, Percentages, and Average Enrollments | 80 |
| 8. Annual Unduplicated Headcount Undergraduate Enrollments at Public Master's Colleges and Universities by Race/Ethnicity: 2006-07, Expressed in Numbers and Percentages..... | 82 |
| 9. Total Undergraduate Annual Unduplicated Headcount Enrollments at Public Master's Colleges and Universities by Race/Ethnicity and Geographical Reclassification: 2006-07, Expressed in Numbers and Percentages | 84 |
| 10. Bachelor's Degrees Awarded at Public Master's Colleges and Universities in Academic Year 2006-07 for First and Second Major by Race/Ethnicity, Expressed in Numbers and Percentages | 88 |
| 11. Bachelor's Degrees Awarded at Public Master's Colleges and Universities for First and Second Major by Race/Ethnicity and Geographical Reclassification: 2006-07, Expressed in Numbers and Percentages | 91 |

| | |
|--|-----|
| 12. Student Financial Aid for First-Time, Full-Time Degree/Certificate Seeking Undergraduates at Public Master’s Colleges and Universities 2006-07, Expressed in Numbers and Percentages | 93 |
| 13. Student Financial Aid for First-Time, Full-Time Degree/Certificate Seeking Undergraduates at Public Master’s Colleges and Universities by Geographical Reclassification: 2006-07, Expressed in Numbers and Percentages | 95 |
| 14. Student Financial Aid for First-Time, Full-Time Degree/Certificate Seeking Undergraduates at Master’s Colleges and Universities: Average Award Amounts 2006-07, Expressed in Dollars | 97 |
| 15. Student Financial Aid for First-Time, Full-Time Degree/Certificate Seeking Undergraduates at Public Master’s Colleges and Universities by Geographical Reclassification: 2006-07, Average Award Amounts Expressed in Dollars | 99 |
| 16. Number of Institutions and Undergraduate Enrollments at Publicly-Controlled Master’s Colleges and Universities by Modified Geographical Classification: 2006-07, Expressed in Numbers, Percentages, and Average Enrollments | 113 |
| 17. Master’s Colleges and Universities by Modified Geographical Reclassification, Institutions and American Association of State Colleges and Universities Membership | 116 |

CHAPTER 1

INTRODUCTION

Introduction

In an effort to better understand the nature, roles, and resources of colleges and universities, classifications are offered to compare institutions of higher education. In 1970, the Carnegie Commission on Higher Education first developed a classification system describing both public and private institutions of higher education to support its research program (Carnegie Foundation for the Advancement of Teaching, 2009a). The classification system was later published in 1973 for use by researchers, policymakers, and practitioners. The Carnegie Classifications, published by The Carnegie Foundation for the Advancement of Teaching, continues to offer its Basic Classification for all institutions of higher education in the United States. The most current version of the classification categories, released in February 2006, includes 33 Basic Classification categories. These 33 Basic Classification categories can be reduced to six broad categories: (1) Doctorate-granting Universities, (2) Master's Colleges and Universities, (3) Baccalaureate Colleges, (4) Associate's Colleges, (5) Special Focus Institutions, and (6) Tribal Colleges.

All degree-granting accredited institutions in the United States are classified by the Carnegie Classification system. Each institution's classification is periodically reviewed and updated in order to more accurately reflect the changing scopes and missions of institutions. The most recent revision of the Carnegie Classifications was completed and published on the Carnegie website in 2006. The next scheduled update to the classifications will occur in 2010.

The wide acceptance of the Carnegie Classification system by policymakers, scholars, and practitioners alike is due to its utility as a tool to examine institutions of higher education, by separating institutions of similar interest.

Under the 2005 Carnegie Basic Classification, four-year institutions are separated into three broad categories: (1) Doctoral, (2) Master's, and (3) Baccalaureate (Carnegie Foundation for the Advancement of Teaching 2009b). Each of these three broad categories are further subdivided into three subclasses. Doctorate-granting institutions are classified as either (a) Research Universities-Very High Research Activity, (b) Research Universities-High Research Activity, or (c) Doctoral/Research Universities. Institutions belonging to the Master's sector are classified as (a) Master's Colleges and Universities-Larger Programs, (b) Master's Colleges and Universities-Medium Programs, or (c) Master's Colleges and Universities-Smaller Programs. Finally, Baccalaureate institutions are classified as (a) Baccalaureate Colleges-Arts and Sciences, (b) Baccalaureate Colleges-Diverse Fields, or (c) Baccalaureate Colleges-Associates. Thus, there are a total of 9 subcategories into which all four year institutions of higher education may be placed based on the Carnegie universe. These 9 subcategories are then further categorized based upon level of control (public, private-not-for-profit, private-for-profit). This study has as its primary interest the publicly-controlled Master's Colleges and Universities sector.

While the most current version, the 2005 Carnegie Basic Classification, refers to the institutions under investigation in this study as "Master's Colleges and Universities," the 1973, 1976, and 1987 editions of the classification system referred to them as "Comprehensive Universities and Colleges." For the purposes of this study, these two terms are deemed to be equivalent, as they are describing the similar institutions.

As noted above, master's institutions are currently divided into three categories (large,

medium, small) based on the number of master's degree conferred (Carnegie Foundation for the Advancement of Teaching, 2009b). An institution is defined by the 2005 Carnegie Basic Classification as a master's institution if that institution is not identified as a Special Focus Institution or Tribal College, and awards a minimum of 50 master's degrees and fewer than 20 doctoral degrees. A Special Focus institution is an institution that awards at least 75% of its degrees in one discipline or is only accredited by a special focus accrediting agency, while a Tribal College is an institution recognized as a member of the American Indian Higher Education Consortium (Carnegie Foundation for the Advancement of Teaching, 2009c).

The 2005 Carnegie Basic Classification system classifies the Master's Colleges and Universities based upon the number of master's degrees awarded during the 2003-2004 academic year (Carnegie Foundation for the Advancement of Teaching, 2009a). A master's institution is defined as, "Institutions awarding at least 200 master's degrees were included among larger programs; those awarding 100–199 were included among medium programs; and those awarding 50–99 were included among smaller programs" (Carnegie Foundation for the Advancement of Teaching, 2009b, n. p.).

It is both necessary and important, however, to note that the 2005 Carnegie Basic Classification categories are offered only as limited timeframe snapshots of institutions. Due to the ever-changing nature of higher education institutions, Carnegie recognizes that no college or university is permanently bound by a single classification. For example, some previously classified Master's Colleges and Universities are now classified as Baccalaureate Colleges. Moreover, any institution, with respect to a specified timeframe, institutional mission, and degrees awarded, may be subject to classification change (Carnegie Foundation for the Advancement of Teaching, 2009b, n. p.).

While the 2005 Carnegie Basic Classification system sub-divides the Master's Colleges and Universities sector into three subclasses (large, medium, and small), this study seeks to further sub-divide the publicly-controlled Master's Colleges and Universities geographically using city population data from the 2000 United States Decennial Census. Dividing the institutions geographically would create nine potential possibilities for the master's institutional classification. Since the 2005 Carnegie Basic Classification systems characterizes the 266 publicly-controlled Master's Colleges and Universities as either large, medium, or small, the proposed system would create rural-serving large, medium, and small; suburban-serving large, medium, and small; and urban-serving large, medium, and small.

The rationale for this additional geographically-based division is four-fold. First, the Associate's Colleges sector has already been classified geographically by Carnegie, thus there is precedent for sub-classifying institutions geographically. Based upon the work of Katsinas, Hardy, and Lacey (2005), Carnegie's 2005 Basic Classification categories for the first time classified the Associate's Colleges sector geographically, by rural-serving, urban-serving, and suburban-serving, which allows separation and institutional comparison based upon geography. Using the appropriate Carnegie classification, community college researchers may now access the appropriate federal data sets via the U.S. Department of Education's/National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS). These data sets are included in the NCES/IPEDS dataset cutting tool.

Second, it is clear that major differences exist among the basic sectors of institutional classifications. A careful analysis of the publicly-controlled Carnegie Classified Master's Colleges and Universities performed by this researcher reveals that 250 of the 266 total institutions or 94% are also members of the American Association of State Colleges and

Universities (AASCU). Perhaps the most important book-length treatment of this understudied sector was Alden Dunham's *Colleges of the forgotten Americans: A profile of state colleges and regional universities*, published in 1969 as part of the book series edited by the late Clark Kerr. Dunham (1969) suggested that AASCU member institutions more closely parallel the Associate's Colleges sector than any other institutional type; therefore, the task of classifying the master's sector in a similar fashion to the associate's sector is justified. Moreover, Ostar (1991) echoed the views of Dunham, by proclaiming that community colleges and AASCU institutions "share a similar philosophy, and serve a similar clientele" (p. 23) that often includes first-generation, minority, low-income, and working students.

Third, the additional sub-classification of the Master's Colleges and Universities sector assists in the greater understanding of place. The geographic subclasses for the Associate's Colleges are characterized as rural-serving, urban-serving, or suburban-serving. These geographic characterizations enable scholars and practitioners to more accurately compare institutions and offer a more complete analysis for accreditation, benchmarking, and other purposes. Can a similar geographically-based classification scheme of Carnegie classified Master's Colleges and Universities bring enhanced precision to what we know about these institutions?

"Stewardship of place" is a core value of the American Association of State Colleges and Universities, which acknowledges and celebrates regional distinction and community involvement (AASCU, 2002). Just as Associate's Colleges are institutions that exist to provide access, so too do Master's Colleges and Universities (Katsinas, 2009). A common classification scheme between the Associate's Colleges and Master's Colleges and Universities will allow a more precise examination of transfer, which long has been associated with geography.

The “stewards of place” initiative strives to bring America’s promise of higher education to all who seek it, as AASCU institutions are places of access and student-centeredness. Moreover, access and use of institutional resources are not limited to students. Rather, the larger surrounding community benefits from the work of the college or university, and thus projects an atmosphere that generally is both appreciative and understanding of the culture in which the institution operates. Therefore, the geographical (rural-serving, urban-serving, or suburban-serving) sub-classification of these institutions is justified and necessary for a more comprehensive understanding of the larger communities and contexts in which these institutions operate (AASCU, 2002).

Fourth and finally, as approximately 94% of all publicly-controlled Carnegie Classified Master’s Colleges and Universities are member institutions of the American Association of State Colleges and Universities, further exploration into the relationship between Carnegie classification and AASCU membership is needed. Nearly 56% of all public four-year higher education enrollments are found at AASCU institutions (AASCU, 2009b). With a plurality of all publicly-controlled Carnegie Classified Master’s Colleges and Universities belonging to AASCU, it would seem appropriate to sub-classify them geographically, to explore both geographic and functional differences that flow from those geographic differences.

Dunham (1969) suggested that many students at AASCU institutions were first-generation college students. President Barack Obama recently spoke to the need of dramatically expanding bachelor’s degree attainment among U. S. adults (Obama, 2009). Katsinas (2009) has recently argued that enrollment caps at large public flagship institutions are forcing minority and first-generation populations to seek access from other types of institutions. Simply put, to significantly expand access to higher education in the four year sector for the underserved low

income, minority, and first-generation students will likely not occur without the active, if not increased participation, of America's 266 publicly-controlled Master's Colleges and Universities.

Statement of the Problem

The 2005 Carnegie Basic Classification system does not classify the 658 (public, private, and private-for-profit) Master's Colleges and Universities according to geographical service region (rural-serving, urban-serving, and suburban-serving). This makes research on this important sector of higher education much more difficult. A researcher interested in Master's Colleges and Universities and the 3.8 million students they serve would have to develop his or her own classification scheme in order to make geographical comparisons between institutions within this sector. With no set classification system in place, there is no manner in which to ensure that research reports concerning geographic diversity among Master's Colleges and Universities can be captured. Additionally, a growing body of literature suggests that many of the nation's community colleges are serving students that ultimately transfer to nearby "regional" universities, which would likely be classified as Master's Colleges and Universities and within the membership purview of the American Association of State Colleges and Universities. The Master's Colleges and Universities classified by Carnegie are likely serving as the front-line transfer institutions for many of the nation's community college students. Over the years, the American Association of State Colleges and Universities has partnered with the American Association of Community Colleges to identify salient issues in regard to student transfer including cooperative agreements, common course numberings, and statewide common core curricula (AACC & AASCU, 2003).

Identifying and classifying Master's Colleges and Universities in a similar manner to that

of the Associate's College sector would bring potentially much greater precision to the study of transfer for both sets of these access oriented institutions. Given President Barack Obama's (2009) recently stated education goals that seek to increase the nation's college-going rate, it seems likely that a more seamless and consistent approach to the study of both the Associate's Colleges and Master's Colleges and Universities sectors is called for.

This study had as its primary interest publicly-controlled Master's Colleges and Universities. As revealed in Table 1, the 266 publicly-controlled Master's Colleges and Universities represent approximately 40% of the entire master's institutional universe, while privately-controlled institutions represent 53% and private-for-profit institutions account for 7%. While the publicly-controlled institutions represent 40% of the institutional universe, they enroll 2.5 million, or 65% of the 3.8 million total students enrolled in a Master's College or University.

Table 1

All Master's Colleges and Universities by Institutions and Undergraduate Enrollments for Academic Year 2006-07, Expressed in Numbers

and Percentages

| | Number of Institutions | | | | | | | | Undergraduate Enrollments | | | | | | | |
|------------------|------------------------|-----|---------|-----|------------|-----|-------|-----|---------------------------|-----|-----------|-----|------------|-----|-----------|-----|
| | Public | | Private | | For Profit | | Total | | Public | | Private | | For Profit | | Total | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Smaller Programs | 31 | 12 | 82 | 24 | 13 | 30 | 126 | 19 | 169,643 | 7 | 208,925 | 18 | 24,644 | 13 | 403,212 | 10 |
| Medium Programs | 69 | 26 | 107 | 31 | 13 | 30 | 189 | 29 | 443,570 | 18 | 308,379 | 27 | 46,345 | 24 | 798,294 | 21 |
| Larger Programs | 166 | 62 | 159 | 46 | 18 | 41 | 343 | 52 | 1,894,666 | 76 | 626,879 | 55 | 120,120 | 63 | 2,641,665 | 69 |
| Total | 266 | 100 | 348 | 100 | 44 | 100 | 658 | 100 | 2,507,879 | 100 | 1,144,183 | 100 | 191,109 | 100 | 3,843,171 | 100 |
| Smaller Programs | 25% | | 65% | | 10% | | 100% | | 42% | | 55% | | 6% | | 100% | |
| Medium Programs | 37% | | 57% | | 7% | | 100% | | 56% | | 39% | | 6% | | 100% | |
| Larger Programs | 48% | | 46% | | 5% | | 100% | | 72% | | 24% | | 5% | | 100% | |
| Total | 40% | | 53% | | 7% | | 100% | | 65% | | 30% | | 5% | | 100% | |

Source:

NCES/IPEDS

Percentages may not total 100 due to rounding

Data Source: Carnegie Foundation for the

Advancement of Teaching, 2009

Significance of the Problem

A major purpose of colleges and universities is to provide service and outreach to the regions and communities they serve. In an effort to provide the highest quality service, institutions of higher education need to better understand their students. As Dunham (1969) suggested, state colleges and universities serve a significantly diverse set of students, many of whom are first-generation college students, more often than do other institutions. These institutions often develop targeted and highly specialized programs to assist in the successful transition of their students.

With no existing research scheme that geographically classifies Master's Colleges and Universities, and little research on the relationship between Master's Colleges and Universities and the American Association of State Colleges and Universities, we know much less about these institutions and they serve the unique student populations attracted to their institutions.

Thus, the present study has potential for shaping future policy and research. The Master's Colleges and Universities sector, particularly those in rural-serving areas, are in great need of research-based policy solutions. As for research, the current study addresses the void in the existing literature concerning publicly-controlled Carnegie Classified Master's Colleges and Universities.

Purpose of the Study

The purpose of this study is to create and test a classification system that places public Master's Colleges and Universities into a geographically-based classification scheme, and to examine the selected characteristics of the institutions belonging to this sector. Using city and population data from the 2000 United States Decennial Census, a geographical subclass can be created to more accurately describe institutions currently classified as Master's Colleges and

Universities. The geographical terminology includes rural-serving, urban-serving, and suburban-serving. Creating subclass categories for Master's Colleges and Universities makes for a much more accurate and sophisticated method by which to study this sector of higher education.

Research Questions

1. In a manner consistent with existing Carnegie Foundation for the Advancement of Teaching nomenclature, can a more precise classification scheme be developed for the 266 publicly-controlled Master's Colleges and Universities?
2. What are the characteristics of a publicly-controlled Carnegie Classified Master's Colleges and Universities institution with regard to:
 - Number of Bachelor's Degrees Awarded
 - Student Race and Ethnicity
 - Student Financial Aid
 - Student Loan Indebtedness

Definitions of Terms

A major purpose of this study was to develop a classification system by which Master's Colleges and Universities may be classified geographically. The geographic classifications (rural-serving, urban-serving, suburban-serving) closely follow the classifications outlined by Hardy (2005) in his classification of the Associate's Colleges sector. Because this study employs a methodology consistent with that of Hardy (2005), the definitions of terms closely follow the pattern in which Hardy described them. This study used terminology drawn from four major sources that include the Carnegie Foundation for the Advancement of Teaching, the 2000 United States Decennial Census, the American Association of State Colleges and Universities

(AASCU), and the National Center for Education Statistics' (NCES) Integrated Post Secondary Education Data System (IPEDS). The following section provides definitions that were used for the purposes of this study.

Terms Related to the Carnegie Classifications

2005 Carnegie Basic Classification- The Basic Classification is an update of the traditional classification framework developed by the Carnegie Commission on Higher Education in 1970 to support its research program, and later published in 1973 for use by other researchers.

Although this classification has undergone many changes over the years, the current release involves some significant changes from previous editions. For a complete description and technical details, these can be found at the Carnegie Foundation Website at

<http://www.carnegiefoundation.org/classifications>. (National Center for Education Statistics, 2009).

Associate's Colleges- Includes institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. This classification excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions (Carnegie Foundation for the Advancement of Teaching, 2009c).

Doctorate-granting Universities- Includes institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). This classification excludes Special Focus Institutions and Tribal Colleges (Carnegie Foundation for the Advancement of Teaching, 2009c).

Master's Colleges and Universities- Generally includes institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. This classification excludes Special Focus Institutions and Tribal Colleges (Carnegie Foundation for the Advancement of

Teaching, 2009c).

Baccalaureate Colleges- Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year (Carnegie Foundation for the Advancement of Teaching, 2009c).

Special Focus Institutions- Institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees is in a single field or set of related fields. This classification excludes Tribal Colleges (Carnegie Foundation for the Advancement of Teaching, 2009c).

Tribal Colleges- Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics (Carnegie Foundation for the Advancement of Teaching, 2009c).

Terms Related to the United States Census

Census- A complete enumeration of a population or the business and commercial establishments, factories, farms, or governments in an area (Decennial Management Division Glossary, 2009).

Census 2000- The 22nd decennial census, taken as of April 1, 2000, for the United States, Puerto Rico, and several island areas under U.S. jurisdiction, officially called the 2000 Census of Population and Housing (Decennial Management Division Glossary, 2009).

Central City- In a metropolitan area (MA), the largest place and, in some areas, one or more additional places that meet official standards issued by the federal Office of Management and Budget. If a place extends beyond an MA, only the portion within the MA is a central city. A few primary metropolitan statistical areas do not have a central city (Decennial Management Division Glossary, 2009).

City- A type of incorporated place in all states and the District of Columbia. In Virginia, all cities are not part of any county, and the Census Bureau treats them as county equivalents as well as

places for purposes of data presentation; there also is one such independent city in each of three states: Maryland, Missouri, and Nevada. In 23 states and the District of Columbia, some or all cities are not part of any minor civil division, and the Census Bureau treats them as county subdivisions as well as places for purposes of data presentation. In agreement with the State of Hawaii, the Census Bureau does not recognize the city of Honolulu for presentation of decennial census data. See consolidated city, county equivalent, county subdivision, governmental unit, incorporated place, independent city, and independent place (Decennial Management Division Glossary, 2009).

Consolidated Metropolitan Statistical Area (CMSA)- A geographic entity designated by the federal Office of Management and Budget for use by federal statistical agencies. An area becomes a CMSA if it qualifies as a metropolitan area, has a census population of one million or more, has component parts that qualify as primary metropolitan statistical areas based on official standards, and local opinion favors the designation. CMSAs consist of whole counties except for the New England states, where they consist of county subdivisions (primarily cities and towns) (Decennial Management Division Glossary, 2009).

County- The primary legal division of every state except Alaska and Louisiana. A number of geographic entities are not legally designated as a county, but are recognized by the Census Bureau as equivalent to a county for data presentation purposes. These include the boroughs, city and boroughs, municipality, and census areas in Alaska; parishes in Louisiana; and cities that are independent of any county (independent cities) in Maryland, Missouri, Nevada, and Virginia. They also include the municipios in Puerto Rico, districts and islands in American Samoa, municipalities in the Northern Mariana Islands, and islands in the Virgin Islands of the United States. Because they contain no primary legal divisions, the Census Bureau treats the District of

Columbia and Guam each as equivalent to a county (as well as equivalent to a state) for data presentation purposes. In American Samoa, a county is a minor civil division (Decennial Management Division Glossary, 2009).

Metropolitan Statistical Area (MSA) - A large population nucleus, together with adjacent communities that have a high degree of economic and social integration with that nucleus. This collective term was established by the federal Office of Management and Budget (OMB) in 1990 to refer to metropolitan statistical areas, consolidated metropolitan areas, primary metropolitan statistical areas, and New England County Metropolitan Areas. The OMB establishes MAs based on census data related to a set of published official standards (Decennial Management Division Glossary, 2009).

Place- A concentration of population either legally bounded as an incorporated place or delineated for statistical purposes as a census designated place (Decennial Management Division Glossary, 2009).

Population- All people living in a geographic area (Decennial Management Division Glossary, 2009).

Primary Metropolitan Statistical Area (PMSA)- A geographic entity designated by the federal Office of Management and Budget for use by federal statistical agencies. If an area that qualifies as a metropolitan statistical area has a census population of 1 million or more, two or more PMSAs may be designated within it if they meet published official standards and local opinion favors the designation. When PMSAs are established within a metropolitan area, that metropolitan area is designated a consolidated metropolitan statistical area (CMSA) (Decennial Management Division Glossary, 2009).

State- The primary governmental division of the United States. The Census Bureau treats the

District of Columbia as the equivalent of a state for data presentation purposes. It also treats a number of entities that are not legal divisions of the United States (Puerto Rico and the Island Areas) as equivalent to a state for data presentation purposes (Decennial Management Division Glossary, 2009).

Terms Related to NCES/IPEDS

Financial Aid- Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses. This includes Title IV subsidized and unsubsidized loans made directly to students (National Center for Education Statistics, 2009).

Full-Time Equivalent (FTE)- The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full time and part time students. IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity (National Center for Education Statistics, 2009).

First-Time/Full-time student (undergraduate)- A student who has no prior postsecondary experience attending any institution at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school) (National Center for Education Statistics, 2009).

Graduate student- A student who holds a bachelor's or first-professional degree, or equivalent, and is taking courses at the post-baccalaureate level. These students may or may not be enrolled in graduate programs (National Center for Education Statistics, 2009).

Integrated Post Secondary Data System (IPEDS)- The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as “Title IV”) are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12); Completions (C); Human Resources (HR) composed of Employees by Assigned Position (EAP), Fall Staff (S), and Salaries (SA); Fall Enrollment (EF); Graduation Rates (GRS); Finance (F); and Student Financial Aid (SFA) (National Center for Education Statistics, 2009).

National Center for Education Statistics (NCES)- The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education (National Center for Education Statistics, 2009).

Part-time student- Undergraduate—A student enrolled for either 11 semester credits or less, or 11 quarter credits or less, or less than 24 contact hours a week each term. Graduate—A student enrolled for either 8 semester credits or less, or 8 quarter credits or less (National Center for Education Statistics, 2009).

Race/ethnicity- Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens (National Center for Education Statistics, 2009).

Individuals are asked to first designate ethnicity as:

Hispanic or Latino or

Not Hispanic or Latino

Second, individuals are asked to indicate all races that apply among the following:

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Student Financial Aid Survey - This annual component of IPEDS began with a pilot test in 1999, and collected both institution price and student financial aid data. The 2000-01 data collection included questions regarding the total number of full-time first-time degree/certificate-students receiving financial assistance for the previous year, and the number of them who received financial assistance by type of aid and the average amount. The tuition and other price items are now part of the Institutional Characteristics (IC) component; the student financial aid questions remain part of SFA (National Center for Education Statistics, 2009).

Unduplicated headcount- The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled (National Center for Education Statistics, 2009).

Undergraduate student- A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate (National Center for Education Statistics, 2009).

Geographical Region

Far West- AK, CA, HI, NV, OR, WA (National Center for Education Statistics, 2009).

Great Lakes- IL, IN, MI, OH, WI (National Center for Education Statistics, 2009).

Mid East- DE, DC, MD, NJ, NY, PA (National Center for Education Statistics, 2009).

New England- CT, ME, MA, NH, RI, VT (National Center for Education Statistics, 2009).

Plains- IA, KS, MN, MO, NE, ND, SD (National Center for Education Statistics, 2009).

Rocky Mountains- CO, ID, MT, UT, WY (National Center for Education Statistics, 2009).

Southeast- AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV (National Center for Education Statistics, 2009).

Southwest- AZ, NM, OK, TX (National Center for Education Statistics, 2009).

Terms Related to Higher Education

Bachelor's Degree- An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years (National Center for Education Statistics, 2009).

Master's Degree- An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional," may require more than two full-time equivalent academic years of work (National Center for Education Statistics, 2009).

Postsecondary Education- The provision of a formal instructional program whose curriculum is

designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs (National Center for Education Statistics, 2009).

Postsecondary Education Institution- An institution which has as its sole purpose, or one of its primary missions, the provision of postsecondary education (National Center for Education Statistics, 2009).

Public Institution- An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported by public funds (National Center for Education Statistics, 2009).

Classification Methods

Classification- The general process of grouping entities by similarity (Bailey, 1994).

Taxonomy- A classification of empirical entities (Bailey, 1994).

Taxa- Multiple cells of a taxonomy (Bailey, 1994).

Taxon- A single cell of a taxonomy (Bailey, 1994).

Typology- A multidimensional and conceptual classification (Bailey, 1994).

Empirical Classification- Taxonomic method that generally begins with a data set of empirical objects measured on a number of variables (Bailey, 1994).

Subtypes- The subdivisions of types, taxa, or other classes (Bailey, 1994).

Limitations

This study has limitations. They are as follows:

1. The data and the subsequent analysis for this study are limited to the 266 publicly-controlled Carnegie Classified Master's Colleges and Universities; therefore, the findings

of this study are limited to institutions fitting into this classification.

2. In some cases the institutional data reported to NCES/IPEDS are inaccurate, unreported, or incomplete. In these cases the findings are limited to only the data that are available.
3. The current Carnegie Basic Classification categories, as well as the proposed subclasses in this study, are retrospective time sensitive snapshots of institutions. The classifications, much like the institutions that attempt to describe, are subject to change.
4. The data describing student financial aid and student loan indebtedness are for first-time/full-time degree/certificate seeking students only.

Delimitations

The delimitations for this study are as follows:

1. This study only examines publicly-controlled Carnegie classified Master's Colleges and Universities.
2. With respect to the intended outputs, this study primarily focuses on undergraduate education at Master's Colleges and Universities.
3. This study focuses on institutions located within the 50 states of the United States of America, the District of Columbia, and United States territories.

Assumptions

For the purposes of this study, the following assumptions were developed:

1. It is assumed that the data reported in NCES/IPEDS concerning publicly-controlled Carnegie Classified Master's Colleges and Universities are the best and most accurate sources of data available.
2. It is assumed that the publicly-controlled Carnegie Classified Master's Colleges and Universities sector is a special and unique set of institutions worthy of additional

exploration.

3. It is assumed that the findings of this study will serve as betterment to the Master's Colleges and Universities sector of higher education.

Summary

The Master's Colleges and Universities sector of higher education is a unique, interesting, and often overlooked area of American higher education. This study aims to illuminate the critically important characteristics of these institutions while offering a description of the institutions and the students served by them. With the high percentage of publicly-controlled Master's Colleges and Universities belonging to the American Association of State Colleges and Universities (AASCU), and the strong similarities between AASCU institutions and Associate's Colleges, it seems only appropriate that the means by which the two institutional types are to be classified might also be similar. The creation of such a classification provides a much more accurate means to study these institutions. Finally, this study hopes to create a useful tool to be used by scholars, policy-makers, and practitioners by which voice can be brought to those institutions bringing and delivering America's promise of higher education to areas that have been neglected in the research and forgotten by policy-makers.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

A relevant review of existing literature is presented in this chapter. The literature on Master's Colleges and Universities sector of higher education is very limited. The one seminal work written on the subject, *Colleges of the forgotten Americans: A profile of state colleges and regional universities*, was written by Alden Dunham and published 40 years ago in 1969. Given the importance of this work, it is presented first in this review. This is followed by sections on The Distinctiveness of Master's Colleges and Universities, The American Association of State Colleges and Universities, Understanding the Context of Place, Students at AASCU-Type Institutions, and The Carnegie Classifications of Institutions of Higher Education.

Colleges of the Forgotten Americans

The most comprehensive scholarly treatment of American Association of State Colleges and Universities (AASCU) institutions, with extensive support from the Carnegie Commission on Higher Education, was written by Alden Dunham in 1969. *Colleges of the forgotten Americans: A profile of state colleges and regional universities* provides voice to a grouping of students and institutions that provide the backbone for the American higher education system. As Dunham (1969) calls them, the “forgotten students” numbered 1,568,891 students as of the fall semester of 1967 who attended one of the 279 state colleges and universities. These students sought, as Dunham argued, to develop marketable skills and to advance their economic outlook.

It is worth noting that Dunham used the term “regional” in his description of state colleges and universities. The term “regional” is but another term used to describe state colleges and universities, and in no way suggests another type of institution. It does, however, suggest a geographical differential in regard to primary service area. Moreover, the term “regional” was used by Dunham to indicate that the institutions about which he was writing were not large-scale national universities (A. W. Ostar, personal communication, May 5, 2009). This view of the term “regional” is consistent with the manner in which the term is used by most scholars today. For the purposes of this review, the term “regional” will only be used in the context suggested by Dunham.

Dunham (1969) suggested that many state colleges and community colleges have similar student profiles, and that both have more in common with each other than either does with national or what we might today call flagship universities. This point is evidenced by his assertion that “upper-division enrollments in large numbers of state colleges consist increasingly of junior college transfer students” (p. 94). In fact, many state colleges graduate almost as many transfer students as they do their own freshmen, a point re-affirmed by Ostar (1991) who noted the strong connection and similarities between AASCU institutions and community colleges.

Dunham (1969) observed that many students attending state colleges and universities are “first-generation collegians” (p. 94). This has tremendous implications for economic development within the geographic service region of the institution—rural, urban, or suburban. More specifically, state colleges and universities greatly impact their service regions by providing educational services to students, many of whom would/could not attend other institutions. In fact, as Dunham says, “One finds the sons and daughters of very few professional people in state colleges” (p. 92). Due to the relatively large diversity and low socio-economic

populations served by state colleges and universities, such institutions are attractive due to the relatively low cost of attendance, he argues.

State colleges and universities typically have less alumni engagement. Dunham (1969) points out that few alumni (27%) consider themselves strongly attached to their alma mater. Moreover, few state college alumni give monetary gifts to their colleges. Additionally, he asserted that few state college alumni attempt to persuade others to attend their alma mater. State college students are not typically enrolled for the traditional college experience, and thus may not have the loyalty and sense of ownership toward the college that students at large public flagship universities or elite private colleges enjoy.

Dunham (1969) argues that state colleges and universities should not focus on copying the great research universities. This argument, in more recent years, has been echoed by the Carnegie Foundation for the Advancement of Teaching. A small, yet significant, rationale for the expanded and updated 2005 Carnegie Basic Classification categories of institutions by the Carnegie Foundation is to assist institutions *in becoming distinctive based upon mission* rather than creating a system by which institutions attempt to “move up” to become large-scale research universities (Carnegie Foundation for the Advancement of Teaching, 2005).

State colleges and universities would be wise, as Dunham (1969) suggested, to focus institutional resources on quality baccalaureate and master’s level programs. As Dunham explains, “Few of the institutions about which I am writing will ever become first-rate research universities” (p. 157). This point is critical, in that Dunham calls upon state colleges and universities to be and remain teaching/student-focused institutions. This teaching, student-centered focus is ideologically consistent with the historical focus of the American Association of State Colleges and Universities. This commitment to quality teaching is heavily supported by

Ostar's (1991) proclamation that "the primary concern of state colleges and universities is high-quality instruction for their students" (p. 22).

The Distinctiveness of Master's Colleges and Universities

The first version of the Carnegie Classification of Institutions of Higher Education was published in 1973, and used the language of "Comprehensive Universities and Colleges" to classify what are now known as Master's Colleges and Universities. It was Fred Harclerod who coined the phrase "Comprehensive Universities and Colleges" and suggested to Clark Kerr that the term be used to describe these institutions (F. F. Harclerod, personal communication, March 11, 2009). Harclerod felt that the term "comprehensive" accurately captured the vast diversity of these institutions. The terms "Master's Colleges and Universities" used in the 1994, 2000, and 2005 Carnegie Basic Classification categories, and "Comprehensive Universities and Colleges" used in the 1973, 1976, and 1987 editions of the Carnegie Basic Classification categories, are deemed to be equivalent, as they are describing the same type of institution (Carnegie Foundation for the Advancement of Teaching, 2009a).

While the terms AASCU-type institution, comprehensive colleges, master's colleges and universities, and regional university are not always or officially interchangeable, the vast majority (94%) of the publicly-controlled Master's Colleges and Universities under the 2005 Carnegie Basic Classification categories are members of the American Association of State Colleges and Universities, and have missions consistent with a teaching and service agenda designed to serve the geographic region in which they are located. The significance of this explanation is two-fold. First, Finnegan (1992) examined Comprehensive Colleges and Universities (master's colleges) with regard to faculty career lines, and discovered that the

majority of faculty members at Comprehensive Colleges and Universities¹ “have chosen to teach in these institutions” (p. 310). Although Finnegan acknowledges that some faculty came to this type of institution due to a tightening labor market, her work speaks to the critical importance of faculty and the primary teaching mission at these institutions.

Finnegan’s 1992 work illuminates, as did Dunham’s (1969), that these institutions are not the same as research universities in terms of focus, resources, faculty, or student populations. Second, and perhaps most importantly, AASCU institutions simply should not be compared to research universities (Harclerod & Ostar, 1987).

The Master’s Colleges and Universities sector of higher education may well be the most important sector concerning the future growth of American higher education. Katsinas (2009), as well as Lewin (2009) and Hurley (2008), have noted the undergraduate enrollment caps that exist at many public flagship institutions. Dan Hurley, Director of State Relations and Policy Analysis at AASCU, in an interview on C-Span’s *Washington Journal*, explained that many flagship institutions, particularly those in California, have announced enrollment caps that will ultimately force community colleges enrollments to soar (Lamb, 2009). Given the enrollment caps, the expansion of higher education (access) falls to either master’s colleges or community colleges. Within the context of publicly-controlled master’s colleges, this means examining these institutions and their students in a manner consistent with the geographic regions that they serve. Hurley (2008) suggests that local distinctiveness of AASCU institutions was a critical role in the future economic development of the areas in which these institutions serve.

¹ I use the phrase Comprehensive Colleges and Universities here, because at the time of Finnegan’s writing, this was the appropriate term. Of course, these institutions are now known as Master’s Colleges and Universities.

The American Association of State Colleges and Universities

History and Growth of AASCU

The American Association of State Colleges and Universities (AASCU) was formally established on February 23, 1961 as the Association of State Colleges and Universities (ASCU) (Hager, 1970). The major aim of the association was to bring together institutions that were partially or fully state supported and state controlled, to examine the vast diversity among them (Harclerod, 1983). The American Association of State Colleges and Universities, as it was later renamed in 1967, grew out of the Association of Teacher Education Institutions (ATEI) (Hager). A significant number of present-day AASCU member institutions were founded as single-focus institutions, primarily functioning as normal schools in the decades prior to World War II (American Association of State Colleges, 2009b; Carnegie Council on Policy Studies in Higher Education, 1976; Harclerod & Ostar, 1987).

Significant demand for teachers and rapid expansion of secondary education throughout the United States during the later part of the 19th century and the first part of the 20th century saw many normal schools change their names to teachers colleges (Harclerod, 1983). The transition from normal schools to teachers colleges, among other factors, brought about changes in admissions practices. As Harclerod explains, teachers colleges had higher standards of admission than the normal schools, requiring high-school graduation as a condition of admission, and teachers colleges by the 1920s had gained favor with the developing accreditation agencies. This, as Harclerod noted, “made teachers colleges truly collegiate-level institutions” (p. 10).

In the years immediately following World War II, the United States experienced tremendous enrollment growth in higher education. Teachers colleges, some of which had already changed their names to state colleges or universities, surged in enrollments (Harclerod,

1983). The enrollments during this time period were so vast and extraordinary that institutions of this type became the fastest growing degree-granting sector of higher education (Hager, 1970). This rapid expansion created institutional challenges and difficulties specific to these institutions. Thus, the concept behind the founding of the American Association of State Colleges and Universities in the 1960's was in the desire of similar institutions to collaborate in an effort to address the unique problems and challenges they faced, due to tremendous growth and expansion to serve the "Baby Boom" of the 1960's and early 1970's.

While AASCU was not formed until the early 1960's, much of the history of present-day AASCU institutions can be traced to the mid-19th century. Many present-day AASCU institutions were founded as state-controlled normal schools with a singular focus, teacher education (Finnegan, 1992; Hager, 1970; Harcleroad, 1983). While publicly-controlled normal schools would be an accurate description of the history and founding of the vast majority of current AASCU institutions, a few present-day AASCU institutions were founded as private institutions. While no longer a member of AASCU, the College of William and Mary stands out as a prominent example of an institution's transition from private to public control. As Harcleroad (1983) explains, due to financial hardship, the College of William and Mary was forced to close in 1881. The college reopened in 1888 as a state-supported institution only after agreeing to develop a program in teacher education that would assist the State of Virginia in meeting its demand for teachers. Although this conversion took place some 73 years before the formal establishment of AASCU, the conversion marks a significant moment in history. The focus on teacher education, as evidenced by the large number of present-day AASCU members that are converted to normal schools and teachers colleges, is still one of the most significant programs of study at AASCU institutions.

During the 1979-1980 academic year, AASCU institutions accounted for 67% of all bachelor's degrees conferred and 63% of all master's degrees conferred within publicly-controlled institutions of higher education (Harclerod, 1983). Moreover, during this same time period, AASCU institutions accounted for approximately 50% of all students graduating in the field of teacher education. This commitment to teacher education continues today, as AASCU institutions graduate 58% of all the nation's newly licensed teachers annually (D. Hurley, personal communication, February 5, 2009).

The initial development period of the American Association of State Colleges and Universities covered a 9 year period from 1961-1970 (Harclerod, 1983). This period saw the election of the first AASCU officers-- Lloyd Young of Keene Teachers College, now Keene State College in New Hampshire, was the first elected president. Other elected officials included president-elect John Emens of Ball State Teachers College, now known as Ball State University in Indiana, and Secretary-Treasurer C. R. Sattgast of Bemidji State College, now known as Bemidji State University in Minnesota. Within its first year of operation, AASCU had a membership of 160 institutions, and had opened its national office in Washington D.C. with Walter Hager serving as executive secretary. At this point in its history, The American Association of State Colleges and Universities had four main purposes, as Hager detailed:

To enable the members to make their influence felt in connection with national affairs. With their greatly increased enrollments and expanded curricula, the presidents of the state colleges and universities were conscious of the growing significance of these institutions in the national scene. The officers of the Association were admonished from the outset that the members wanted it to be heard in national activities affecting higher education – as a voice, and not merely an echo.

To present the strengths and services of state colleges and universities effectively to the public and to agencies and individuals from which grants and funds might be available. Throughout most of their history, the state colleges and universities had done little to publicize the importance and the effectiveness of their programs. Many of them had not considered it necessary. Now the situation had changed. The presidents and faculties of

the state colleges and universities were confident that the new Association could help demonstrate to all agencies – both private and governmental – that when grants of funds were being made, these institutions merited favorable consideration.

To represent members of the Association in the National Commission on Accrediting. When that Commission was activated, the state teachers colleges were the only institutions of higher education not represented in it. The gap was filled when ATEI (Association of Teacher Education Institutions) was organized and made a constituent member. The Commission readily accepted AASCU as a replacement to ATEI.

To conduct studies of educational problems of common interest to the members. Immediately upon establishing the new Association, its members voted to help finance the activities and services of what was then called the Joint Office of Institutional Research which had been established by the Association of State Universities and Land-Grant Colleges and State Universities Association. These two associations later merged and the Joint Office became the Office of Institutional Research of the National Association of State Universities and Land-Grant Colleges. The reports and publications from this Office proved to be of considerable value. However, the members of ASCU foresaw it would be desirable for them collectively, through their new Association, to conduct studies tailored to their own particular needs and the Association's Office of Information and Research was created. (Hager, 1970, p. 2-3)

These four major purposes helped guide the growth and development of AASCU. An important factor in the growth of AASCU was the leadership of Allan Ostar, who served as president from 1965-1991. During Ostar's presidency, AASCU grew from 160 to nearly 400 institutional members. Ostar remained a passionate advocate for AASCU throughout his presidency, proclaiming in 1991 that "it is our institutions that make the American dream of higher education a reality for millions of American men and women from all walks of life" (Ostar, 1991, p. 22).

It is worth noting here the work of the Morse Commission. Formed in January of 1971 and officially known as the National Commission on the Future of State Colleges and Universities, the Morse Commission consistently met from 1971-1973 with the primary goal of improving the AASCU institutions (Harclerod & Ostar, 1987). The Morse Commission developed Campus Action Teams that charged each institution with identifying and capitalizing on unique strengths. The major outcome of the Morse commission—with respect to AASCU

institutional development—was best described, as Harclerod and Ostar noted, as “a period of maturity” (p. 106). This period of maturity saw these institutions take on identities such as “the people’s colleges” or “colleges of the forgotten Americans” (p. 106).

Researching AASCU Institutions

It is essential to examine state colleges and universities for several reasons. First, state colleges and universities provide services to students who are often unable to attend other institutions due to financial or distance concerns (Ostar, 1975; 1991). Second, state colleges and universities have largely accepted the challenge of educating first-time, often first-generation students (Harclerod & Ostar, 1987).

There are two major factors that separate AASCU institutions from other institutions—*access* and *affordability* (A. W. Ostar, personal communication, March 9, 2009). One method by which AASCU institutions maintained their commitment to access and affordability was through a model of low-tuition (Harclerod & Ostar, 1987). This commitment to low-tuition was significant in that “low-tuition is the key to overcoming the economic barriers that stand in the way of the educational aspirations of many American families” (p. 124). Given the current economic conditions of the United States, low-tuition is as important an issue as ever before (A. W. Ostar, personal communication, March 9, 2009).

As noted above, the financing of state colleges and universities has traditionally revolved around a policy of low-tuition (Harclerod & Ostar, 1987; Ostar, 1975). The low-tuition model helps state colleges and universities promote access. AASCU institutions are deeply committed to access. As access provides opportunity, a major vehicle is low tuition. Within the context of access the Carnegie Commission on Higher Education (1971), in their report *New students and new places*, called for the development of additional accessible colleges. While calling for the

development of additional accessible colleges, the report de-emphasized the need for more doctoral-granting institutions. While this report did not specifically comment on the tuition policies of Comprehensive Colleges and Universities, as they were called at the time, now known as Master's Colleges and Universities, the report did suggest that other access institutions (community colleges) "should follow policies of no tuition or very low tuition" (The Carnegie Commission on Higher Education, 1971, p. 38). Given the well-documented connection between these two institutional types (Dunham, 1969; Harclerod & Ostar, 1987; Ostar, 1975; Ostar, 1991), it is entirely reasonable to conclude that Master's Colleges and Universities should also be institutions of low tuition.

To further illustrate the power of the low tuition model, in strongly advocating for a continued policy of low tuition, Ostar in 1975 proclaimed:

AASCU has always supported student aid for low income students who cannot otherwise afford college. We have never believed that student aid can be a substitute for low tuition. Indeed, we have expressed our fear that an emphasis on student aid alone, without adequate institutional aid, can force a general increase in tuition which will disadvantage all students—working-class and middle-class as well as the poor (p. 3).

In the many years that have passed since Ostar's comments, much focus still remains on low tuition. More recent data indicates that the average tuition charges at AASCU institutions remain slightly under that of the other sectors of public four-year higher education (American Association of State Colleges and Universities, 2000). Katsinas (2009) has recently pointed out the prevalence of enrollments caps at public flagship/research universities. Moreover, Lewin (2009) has documented the enrollment caps placed in effect at Arizona State University and Lamb (2009) has explained that similar enrollment caps are in place throughout the California system of higher education. With such enrollment caps in place, access to higher education falls

to other sectors. The dominant access sectors are community colleges and AASCU-type institutions (Harclerod & Ostar, 1987).

One of the major driving factors of accessibility is affordability. Given that many students attending AASCU institutions are the first in their families to attend college (Harclerod & Ostar, 1987; Dunham, 1969) and that more recent conditions have seen dramatic increases in tuition much faster by percentages than the rates of inflation and wages (Toutkoushian, 2001), it should be of little surprise that a low tuition policy has guided the work of AASCU.

Present-Day AASCU

The American Association of State Colleges and Universities has a rich history spanning nearly five decades. While tremendous enrollment growth and membership expansion has changed AASCU, the aim of the association continues to bring voice and advocacy to America's most unique and interesting institutions. Today AASCU supports a four-fold mission:

- (1) To promote appreciation and support for public higher education and the distinctive contributions of our member colleges and universities;
- (2) To analyze public policy, and to advocate for member institutions and the students they serve;
- (3) To provide policy leadership and program support to strengthen academic quality, promote access and inclusion, and facilitate educational innovation; and
- (4) To create professional development opportunities for institutional leaders, especially presidents, chancellors and their spouses (American Association of State Colleges and Universities, 2009b).

In addition to these purposes, AASCU member institutions are committed to initiatives that include access, student-centeredness, and stewardship of place (American Association of State Colleges and Universities, 2009b). An access orientation helps bring the promise of higher education to student populations that are often underserved. Student centeredness focuses on a commitment to students. Stewards of place reveal a deep understanding of the environment in

which these institutions operate. The American Association of State Colleges and Universities (2002) describes it as:

While the demands of the economy and society have forced institutions to be nationally and globally aware, the fact remains that state colleges and universities are inextricably linked with the communities and regions in which they are located. Exercising “stewardship of place” does not mean limiting the institution’s worldview; rather, it means pursuing that worldview in a way that has meaning to the institution’s neighbors, who can be its most consistent and reliable advocates. (p. 10)

In short, a steward of place recognizes the impact that an institution has on both student and surrounding community. This engagement initiative puts forth the historical commitments of AASCU to serve students and the geographic areas in which they are located.

With a strong understanding of the historical context in which these institutions came to be, the present day American Association of State Colleges and Universities seeks to bring America’s promise of higher education to all who seek it. According to the AASCU membership directory, as of September 2008, 430 institutions were listed as members. These 430 member institutions enroll approximately 3 million students, accounting for 56% of the total enrollment in all of public four-year higher education (AASCU, 2009b).

The American Association of State Colleges and Universities has several committees that are charged with examining significant issues related to higher education. With respect to regional distinctiveness and the stewardship of place initiative, the Rural Coalition is an AASCU initiative designed to examine rural institutions and the roles of such institutions in education and economic development. The American Association of State Colleges and Universities describes, “The coalition engages the presidents and chancellors of AASCU campuses located in rural areas in supporting initiatives to strengthen education and economic development in rural America” (AASCU, 2009c, n. p.). The very existence of a rural coalition suggests the importance of

geography, and underscores the need for a geographical system by which institutions of this type can be more easily and widely studied and benchmarked.

Given the current economic recession, many states have cut funding for higher education as a means to balance budgets (Hurley, 2008; Katsinas & Tollefson, 2009). In the face of fluid and somewhat turbulent economic conditions, higher education, particularly institutions within the American Association of State Colleges and Universities, have experienced tremendous growth. More specifically, AASCU institutions have seen significant increases in minority students (American Association of State Colleges and Universities, 2006; American Association of State Colleges and Universities, 2009a). As more access opportunities are made available, more students are using the services of state colleges and universities. It is, however, important to note that growth is not evenly distributed throughout the country. As the American Association of State Colleges and Universities (2009a) points out, institutions in the Western and Southeastern sections of the United States have experienced tremendous enrollment growth while institutions in the Northeast and Midwest have slower growth rates. As researchers and policy-makers continue to examine expanding access and evaluating AASCU member's role in access, the distinctiveness of geographic location becomes an increasingly important area of examination. This is particularly important for the many areas that have institutions of this type serving large numbers of first-generation students.

The American Association of State Colleges and Universities (2009a) suggested tuition at state colleges and universities will most likely increase to offset the serious budget deficits faced by many states and institutions in the wake of the current economic crisis (Katsinas & Tollefson, 2009). Given the crisis, "It is certain that elevating public higher education as a state priority will be all the more challenging" (AASCU, 2009a p. 6). Moreover, as previously noted, the

enrollment surges in the Western and Southeastern sections of the country suggest that enrollment capacity may begin to reduce the historically access-focused mission of state colleges and universities. In short, many more people are in need of higher education services in the current economy.

Challenges for the Future

With much rhetoric being focused on the importance of higher education, it appears that little in the way of research-based policy decisions are being made with respect to baccalaureate education. As noted throughout this review, Dunham (1969) and Ostar (1991) strongly argued in favor of a relationship between community colleges and state colleges and universities. Much progress has been made, yet there are still many concerns to include reluctance on the part of four year institutions to accept credits earned at community colleges, lack of convenient course offerings, and lack of financial aid resources (AACC & AASCU, 2003). Moreover, Doyle (2006) argued that one of the major reasons that community college students were not achieving the baccalaureate education at optimal percentages related to an overall lack of seamless transfer policies between the community college and four year sectors of higher education. While both the American Association of Community Colleges and the American Association of State Colleges and Universities have worked on this issue, much work remains.

Today's access challenge is another area of consideration for the future. While access and affordability have been the guiding forces for much of the American Association of State Colleges and Universities history, the tremendous economic difficulties that the United States is enduring will undoubtedly cause this problem to expand. Immerwahr, Johnson, Gasbarra, Ott, and Rochkind (2009) noted that many Americans feel that a college education is important but yet many feel that the cost of attendance has risen to the point of extremes. In addition, nearly

62% of the public believed that “many qualified people did not have the opportunity to attend college” (p. 3).

In further examination of access, Reed and Alexander (2009) feel that in order for the United States to again be the world’s leader in higher education, “We need much higher levels of educational attainment for lower-income and underrepresented students” (n. p.). This view has led Reed and Alexander to suggest that a new kind of institutional aid be made available to institutions educating lower-income and underrepresented students. “Cost of Education Allowances,” a program that was included in the early discussion of the legislation that created the Pell Grant in 1972, has never been funded (Reed & Alexander). This program would provide direct grant aid to institutions willingly accepting the challenge of educating lower-income and underrepresented students. Such a program would, as Reed and Alexander note, “encourage states to maintain their commitment to financing widespread access and completion in higher education” (n. p.).

Within the context of public higher education, for member institutions of the American Association of Colleges and Universities, access and low-tuition are cornerstones. Allan Ostar, former president of AASCU, has never wavered on his commitment to low tuition. Low-tuition is a catalyst for both access and affordability, he argues (A. W. Ostar, personal communication March 16, 2009). Beyond this, leadership within the AASCU institution is of vital importance to student achievement and success. In the 2005 American Association of State Colleges and Universities publication, *A matter of culture and leadership: Student success in state colleges and universities*, AASCU leaders noted:

University leaders have a fundamental choice to make in they want to increase graduation rates. On the one hand, they can take the traditional path of increasing selectivity. . . But it does not embody exemplary leadership for an AASCU institution. On the contrary, it represents an abrogation of the fundamental social

responsibility these institutions were created to meet. . . The more courageous and difficult choice, which study institutions illustrate (though some have increased selectivity as well), is to succeed with the students we have. (AASCU, 2005b, p. 3)

The Lumina Foundation for Education has recently expressed a desire to have 60% of adults between the ages of 25 and 64 with high quality two-year and four-year degrees by 2025 (Lumina Foundation, 2009). Achieving this goal will no doubt bring about considerable challenges at both the national, local, and campus levels, and Master's Colleges and Universities will play a leading role.

On Tuesday, February 24, 2009, in an address to a joint session of Congress, President Barack Obama called for all Americans to “commit to at least one year of higher education” (Obama, 2009 n.p.). While much of the details about the Obama plan are still unfolding, it does, however, appear clear that higher education in America has once again returned to “center stage” (Lumina Foundation, 2009, n. p.).

Another challenge for the future is institutional control (public vs. private). With strong national support and presidential rhetoric, public higher education may well stand at a moral crossroads. Public higher education seeks to renew America's promise of widespread access, delivery, and degree completion. Public institutions of higher education serve 80% of all students enrolled in higher education. Perhaps in no area is this more important than within the context of Master's Colleges and Universities. Table 2 shows the total enrollments within the Master's Colleges and Universities sector by program size and control. As revealed in Table 2, the public institutions belonging to the Master's Colleges and Universities sector have, in total, significantly higher student enrollments. Moreover, Table 2 also shows the number of institutions within the Master's Colleges and Universities sector by control. Private not-for-profit institutions outnumber the public institutions within this sector. Although the private not-for-

profit institutions outnumber the public institutions, the public institutions have nearly double the enrollments.

Table 2

Total Number of Institutions and Total Enrollments for Master's Colleges and Universities by Program Size and Control, Numbers and

Percentages

| | Number of Institutions | | | Enrollments | | | Total by Type |
|------------------|------------------------|------------------------|--------------------|-------------|------------------------|--------------------|---------------|
| | Public | Private Not-for-Profit | Private For-Profit | Public | Private Not-for-Profit | Private For-Profit | |
| Larger programs | 166 | 159 | 18 | 1,871,665 | 790,113 | 136,501 | 2,798,279 |
| Medium programs | 69 | 107 | 13 | 400,732 | 313,349 | 25,567 | 739,648 |
| Smaller programs | 31 | 82 | 13 | 138,908 | 187,254 | 23,697 | 349,859 |
| Total | 266 | 348 | 44 | 2,411,305 | 1,290,716 | 185,765 | 3,887,786 |
| Larger programs | 62% | 46% | 41% | 78% | 61% | 73% | 72% |
| Medium programs | 26% | 31% | 30% | 17% | 24% | 14% | 19% |
| Smaller programs | 12% | 24% | 30% | 6% | 15% | 13% | 9% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Data Source: Carnegie Foundation for the Advancement of Teaching, 2009
Undergraduate Enrollments as
of Fall 2004

Understanding the Context of Place

The missions and visions of colleges and universities are unquestionably tied to place or geographic location. In fact, in order to fully understand public engagement, one must recognize that place or geographic location matters. As the American Association of State Colleges and Universities (2002) argued, *public engagement is inherently place-related*. Place or geographic location, with respect to colleges and universities, can be described as rural-serving, urban-serving, or suburban-serving. Each of these geographic locales suggests differences in how each institutional type connects with and serves the larger communities to which they belong. For example, Warner (2001) noted the urban institution “has traditionally attracted a richly diverse student population” (p. 34). Moreover, due to the “geographic centrality” (p. 28) of the urban institution, certain types of programs are more likely to be found on urban campuses. As Dengerink (2001) suggested, appropriate geographical context is a major factor in determining program offerings at urban institutions. Dengerink notes, “A medical or law school may be more feasible in a large urban area than near a rural residential campus” (p. 20). Moreover, Treadway (1984) said that “geography and access to educational opportunity are closely related” (p. 9). While Treadway’s comments were directed to isolated rural communities, the principle remains the same: proximity to a campus impacts the decision to attend. While there has been little work that specifically addresses the fundamental differences between rural students, urban students, and suburban students, much work addresses the beliefs about such students. It is worth noting that much more work has been devoted to the study of students attending rural and urban than suburban institutions.

The college environment often stands in direct opposition or contradiction to the value systems of rural America, particularly of rural Appalachia (Dees, 2006). Specifically, the college

environment violates the typical rural teaching that devalues the need for intellectual development. In short, rural values teach a strong distrust for formalized education.

Haaga (2004) found that educational attainment in the Appalachian region was less than the national average. Specifically, as of the 2000 Census, 24.4% of the United States population were college graduates while just 17.7% of Appalachian residents were college graduates. When these numbers are examined on a state-by-state basis, the results are even more troubling. While college completion rates are lower in Appalachian regions than they are in the rest of the country, the States of Mississippi and West Virginia post the lowest college completion rates of 16.9% and 14.8%, respectively (Appalachian Regional Commission, 2009).

There is perhaps no sector of students as vulnerable as students that are first-time in college first-generation students. This vulnerability is compounded when those students come from poor areas with underdeveloped academic skills. Dees (2006) observed that first-time college students often suffer significant difficulty adjusting to the college environment. With regard to background characteristics, students from rural backgrounds often endure considerably more challenging circumstances than their non-rural counterparts (Carter & Robinson, 2002). In support of this, Carter and Robinson argued:

Knowledge gaps are likely to be much greater in poor rural communities and in families where adults have not attended college. Our own experience in working with parents of rural, low-income potential first-generation college students indicates that few are aware of the widespread availability of scholarships, grants, and loans for college or the importance of their children taking appropriate mathematics, science, and language courses in order to do well on college admissions tests such as the SAT and ACT (p. 4).

Another challenge that is of importance particularly to rural and urban students is poverty.

McNeese (2000) found that students growing up in urban poverty have the poorest performance on reading, science, and math exams during their K-12 education. This, of course, leads to a far less incidence of these students being able to attend college. Unfortunately, this pattern has

existed for some time. For example, the Carnegie Commission on Higher Education (1971) reported that:

Young people who live in suburban areas are more likely to attend college than those living in inner cities or in nonmetropolitan areas, and those living in the poverty portions of large metropolitan areas are especially unlikely to attend college” (p. 97).

Adelman (2002), however, found that urban high school graduates attend college at similar rates to their suburban counterparts, while rural students have the lowest postsecondary participation rates. It is important to understand that there is great diversity within rural, urban, and suburban areas. As Adelman further noted:

We know that urban populations in one location look and behave very differently from urban populations in another location. Somehow these commonsense observations seem to escape analysts of educational phenomena, who like to have their populations neatly packaged: urban means poor and minority; suburban means middle class and white; rural is a mystery, and most analysts would prefer to leave it all that way (p. 41).

The problem brought about by these “neatly packaged” stereotypes comes in that we often assume outcomes for individuals based upon their initial circumstances. There also is a tendency to view organizations, with respect to their geographic location or place, in manners consistent with common stereotypes. Nevertheless, Adelman’s work teaches us that place matters. While it is difficult to correctly and accurately predict outcomes based upon rural, urban, or suburban locale, documenting differences among institutions based upon locale is worthy of more examination. Moreover, Frey (2001) found that minority groups accounted for the vast majority of growth among suburban populations. This is of particular interest given that the common stereotype of suburban America is associated with being white.

Another area of consideration with respect to the context of place involves the manner in which students view their home. Nunez and Cuccaro-Alamin (1998) explained that 56% of first-generation college students selected their college based upon their ability to live at home.

Moreover, Orbe (2004) observed that among first-generation students, status was an important identity factor when students returned home to visit family. It appears that home connection is a significant factor in relation to transitional efforts to the college environment. As such, Dees (2006) compares this strong home connection felt by students to immigrant groups struggling to assimilate into a new culture. This strong sense of home identity is not unique to rural students. In fact, many students from urban and suburban areas feel a strong connection to home that causes a resistance to the assimilation process on college campuses.

With respect to location and geography, the tendency for the urban metropolis to “sprawl” has aided in the creation of the suburban institution. As urban areas continue to grow and consume more and more cities and counties adjacent to them, the rise of the suburban university begins to take shape. Take, for example, Kennesaw State University in Kennesaw, Georgia. Kennesaw State University was chartered in 1963 by the Georgia Legislature, and first opened in 1967 as Kennesaw Junior College. At the time, Kennesaw was located in a somewhat isolated area of Northwest Georgia. In fact, the Carnegie Commission on Higher Education (1971) noted that all public community colleges in the Atlanta area were, at the time, on the “outer ring of the city” (p. 102). Nevertheless, as metropolitan Atlanta continued to expand outward, Kennesaw began to grow dramatically as well. Frey (2005) notes that metropolitan Atlanta had four of the ten fastest growing counties in the United States between 2000 and 2004. The once tiny and somewhat isolated Kennesaw Junior College with a total enrollment of 1,000 students in the fall of 1967 now stands as a suburban university, with a fall 2008 enrollment of more than 20,000 students (Kennesaw State University, 2009). We glean from this that both student recruitment and institutional advancement are related to geographic location or place.

Finally, with respect to place and geographical understandings of institutions, Lucas (1996) argued:

Conditions obtaining in Ivy League schools do not always much resemble those within large public state universities, and so on. Localism plays a part as well. What might be true of West Coast public institutions might not apply to Midwestern state universities, and still less to schools ranged along the Atlantic seaboard. This is not to claim that no general conclusions whatsoever may be drawn, but, simply, that rethinking what is happening on the nation's campuses today require, at a minimum, that the analysis take into account the specific sort of institutions under scrutiny (p. xiv).

What we learn from this quote is that geographic locale matters. As higher education is a vast and widely diverse "universe," it seems entirely reasonable to begin examining each specific sector of higher education with respect to geographic location, which of course is implicit in the quote above.

Students at AASCU-Type Institutions

In his seminal work describing the characteristics of state colleges and universities, Dunham (1969) observed that a large majority of state college and university students were first-generation students. Harclerod and Ostar (1987) echoed the findings of Dunham. These students have commanded considerable attention in the higher education literature and are worthy of extended examination within the context of state colleges and universities. While the present study does not propose to specifically study the characteristics of first-generation students attending publicly-controlled Master's Colleges and Universities, it would be remiss to disregard the vast literature discussing these students, certainly in light of the fact that many of the American Association of State Colleges and Universities' publications acknowledge first-generation students as a significant portion of the students attracted to such institutions. For example, the AASCU mission statement notes:

Members of the American Association of State Colleges and Universities work to extend higher education to all citizens. Access is a hallmark of AASCU institutions, colleges and

universities that embrace students who traditionally have been underrepresented in higher education as well as those who are first generation college students. By *Delivering America's Promise*, these institutions fulfill the expectations of a public university by working for the public good through education and engagement, thereby improving the lives of people in their community, their region and their state. AASCU represents more than 400 public colleges, universities and systems of higher education throughout the United States and its territories. AASCU schools enroll more than three million students or 55 percent of the enrollment at all public four-year institutions. (American Association of State Colleges and Universities, 2009c, n. p.)

When examining students served by AASCU institutions, the focus quickly turns to the prevalence of first-generation, first-time college students. Unlike their non first-generation counterparts, first-generation college students face a myriad of difficulties in accessing and negotiating higher education.

It is important to note that some misunderstanding exists as to what constitutes a first-generation student. As Choy (2001) explains, a first-generation student is a student who comes from a family in which neither parent graduated with a bachelor's degree. Given this definitional distinction, it should be of relatively little surprise that first-generation students tend to come from low-income families (Ishitani, 2006), are academically underprepared (Nunez & Cuccaro-Alamin, 1998; Pike & Kuh, 2005), and experience great difficulty interacting with the campus environment (Carter & Robinson, 2002; Pike & Kuh, 2005). First-generation students have lower educational aspirations and typically report greater dissatisfaction with the college experience (Pike & Kuh, 2005).

The transition to college is perhaps the single greatest transition that a student encounters. Specifically, the transition to college for first-generation college students can be incredibly challenging. While many institutions require some form of first-year experience coursework, relatively few institutions specifically target the needs of first-generation students with first-year experience transitional programs (Pike & Kuh, 2005). Pascarella, Pierson, Wolniak, and

Terenzini (2004) found existing policy efforts to assist first-generation students were limited to increasing access, and not to increasing campus involvement or social engagement.

Pike and Kuh (2005) found that first-generation students reported lower levels of social engagement and academic aspirations than their non first-generation counterparts. It is interesting to note that approximately 30% of the participants included in Pike and Kuh's study were enrolled in Master's institutions. Given these issues, it is necessary to examine the impacts of first-year experience coursework on the development of students. Students completing first-year experience coursework are more likely than their counterparts to report a sense of community during the first year of college (Hendel, 2006-2007). Keup and Barefoot (2005) observed that students in first-year experience coursework interacted with faculty members more and showed enhanced academic skills when compared to students not taking first-year experience coursework. In addition, Miller, Janz, and Chen (2007) argued that first-year experience coursework positively contributed to retention. Students completing first-year experience coursework, across all academic ability levels, are more likely to return for their second year of college than students failing to enroll in first-year experience coursework. Pike, Kuh, and Gonyea (2003) have called upon all stakeholders within higher education to create systems and opportunities specifically designed to meet the challenges and difficulties that first-generation college students face during the first year of college.

Characteristics of First-Generation College Students

The issues and difficulties that first-generation college students endure are multi-faceted and complex. Students experience college differently based upon the kind of institution they attend (Pike, Kuh, & Gonyea, 2003). As such, first-generation college students are typically underrepresented at doctoral universities and overrepresented at baccalaureate colleges.

Pascarella, Pierson, Wolniak, and Terenzini (2004) argued that first-generation college students suffer from greater economic and academic disadvantages than their non first-generation counterparts.

First-generation student status is negatively associated with social involvement, integration of campus experiences, and improvements in learning and intellectual development (Pike, Kuh, & Gonyea). Citing a longitudinal 1998 study from the National Center for Educational Statistics (NCES), Carter and Robinson (2002) noted that 45% of first-generation students dropped out of college. Within the same NCES study, the employment prospects of first-generation students that persisted to graduation were the same as non first-generation graduates (Nunez & Cuccaro-Alamin, 1998). However, as Carter and Robinson (2002) note, the study released by NCES *does not* account for the rural component of students. Simply put, first-generation students from rural environments may face additional difficulties in negotiating the employment market post graduation.

First-generation college students also tend to have difficulty managing their time, particularly in determining the appropriate amounts of time to devote to studying (Collier & Morgan, 2008). When compared to their non first-generation counterparts, first-generation students report having fewer resources outside the classroom to assist in the studying demands of college. In addition, first-generation college students require significantly more faculty investment in the areas of assignment explanation and standards of writing than do their non first-generation counterparts.

First-generation students tend to compare poorly against their counterparts in the areas of educational aspiration and social engagement (Pike & Kuh, 2005). They often report greater dissatisfaction with the college atmosphere and tend to view the college as less supportive than

their non first-generation counterparts. However, the difficulties of first-generation students are not simply byproducts of generational status. Rather, the difficulties appear to be linked to the specific factors of campus living and educational aspirations.

First-generation college students are less likely than their counterparts to live on-campus (Pike & Kuh, 2005). Given this, a sense of communal involvement and campus engagement is less likely to develop. Nevertheless, identity formation among first-generation college students varies across several factors (Orbe, 2004). Orbe qualitatively studied 79 first-generation college students across multiple institutions and from diverse backgrounds. It appears that first-generation students as a cultural group have little to no sense of collective identity. However, first-generation status greatly impacts a student's perception of themselves within other grouping contexts; specifically, the great majority of first-generation students feel that other students on campus are dissimilar from them. Although first-generation students appear to have no universal culturally normalized identities, they do have very contextually specific identities within various groups (Orbe, 2004). This would seemingly suggest that first-generation college students are representatives of larger cultural groups, and are not entirely defined by generational college status; however, Pike and Kuh (2005) found that males and minority groups have tremendous representation among first-generation student populations. Bui (2002) echoes these findings noting that "first-generation college students were more likely to be ethnic minority students" (p. 4). In addition, Rendon and Garza (1996) noted that the general profile of minority students is "first generation, part-timers, employed while attending college, low socioeconomic backgrounds, and poor high school achievement records" (p. 290).

With regard to identity formation, Orbe (2004) reported that minorities, women, and individuals from lower economic backgrounds attach a higher degree of importance to first-

generation student status. Interestingly, the prestige of the institution attended appears to have a small impact on a first-generation college student's identity. First-generation college students attending less prestigious colleges report less importance with regard to generational status, while first-generation students attending selective institutions report greater importance of generational status. Overall, in comparison to other college students, first-generation college students are more likely to attend less selective institutions (Pascarella, Pierson, Wolniak, & Terenzini, 2004).

Orbe (2004) argued that first-generation student status was most important in relation to identity when students visited home. The home connection takes on both positive and negative aspects. While many first-generation students used the home connection for motivation and support, others viewed home as yet another place in which they were viewed as *different*. Another difference among first-generation students is their tendency to work more hours at an outside job than their non first-generation counterparts (Pascarella, Pierson, Wolniak, & Terenzini, 2004), a fact that likely ties back to their lower levels of on-campus engagement.

Experiences of First-Generation College Students

Although first-generation students are not entirely defined by their generational status, they do appear to share similar experiences. Using data collected from the Postsecondary Education Transcript Study, Ishitani (2006) observed significant relationships between first-generation students' dropout rates with family income, educational expectations, high school standards and performance, and institutional selection. Ishitani's study examined 4,427 students who enrolled in four-year institutions between 1991 and 1994. The study did not separate these students by type of institution attended. When compared to their non first-generation counterparts, first-generation students showed higher frequencies of dropout in all years of

measurement. In addition, student expectations appear to have impacts upon performance. First-generation students entering college with an expectation of graduation were less likely to drop out than the students who never expected to graduate. Interestingly, students with no expectations of graduation dropped out at higher rates in the fourth year of college.

Beyond the expectations of students, it appears that parental expectations impact first-generation student performance (Ishitani, 2006). When the parents of first-generation college students had little to no anticipation of graduation, the performance of the student was impacted. Students in this category were most likely to withdraw from college during the third year. In response to high dropout rates and low social engagement, Pike and Kuh (2005) suggested that institutions offer targeted programs with an emphasis on campus-living and academic advising to assist first-generation students with the transition to college.

First-generation students' dropout rates begin to decline following the second year of college (Ishitani, 2006). However, the dropout rate resurfaces in the fourth year of college. This seems to suggest a cumulative effect. In short, a first-generation student from a poor family or rural area, if able to negotiate the college environment, becomes at risk for failure in the fourth year of college. Beyond the risk factors of dropout for first-generation students, working and participation in athletics appear to be particularly harmful to first-generation students (Pascarella, Pierson, Wolniak, & Terenzini, 2004). Moreover, first-generation students are less likely than other students to engage in extracurricular activities. However, campus involvement improves the academic success of first-generation students. The positive impacts of campus involvement are more beneficial to first-generation students than any other student group.

Challenges of First-Generation Students

Ishitani (2006) discovered a strong association between first-generation student status and family income. First-generation students from low-income families are significantly more likely to dropout of college than their upper-income counterparts. The tipping point of family income appears to be \$50,000. Students from families earning \$50,000 or more were less likely to dropout of college than were students from families earning less. These findings are particularly significant in that in 1990, nearly 60% of all entering White students came from families in this income bracket, while just 30%, respectively, of Black and Hispanic students came from such families (Brown, 1996). The trend of low-income student difficulties has continued. More recently, the median income reported for Whites is \$52,115, while the median incomes for Blacks and Hispanics are \$33,916 and \$38,679, respectively (U. S. Census Bureau, 2007).

The value of a college education is widely recognized. The lifelong impact of a college education normally translates into better standards of living, greater employment, and greater income-earning potential. In fact, Pascarella and Terenzini, as cited by Pike and Kuh (2005), suggest that the baccalaureate degree is the single greatest attainment for future economic benefit. However, for first-generation students from rural areas, who lack concrete knowledge about the post-graduation job market viability, this concept remains under-researched and under-explained.

In an effort to maximize the college experience for rural first-generation students, colleges and universities, particularly those in rural areas, may consider focusing first-year programs to serve first-generation students. Ishitani (2006) noted a continuous dividing gap between first-generation students and their counterparts for the first two years of college, with the second year being the most vulnerable year. Moreover, first-generation students from high

performing high-schools were more likely than their counterparts to graduate. This finding suggests a strong geographical component. In short, underperforming high-schools are typically in economically depressed areas; therefore, the curricula demands lag that of high-schools in more developed areas. Carter and Robinson (2002) describe it as, “Were they from the county seat or from a ‘holler’ school” (p. 6)? Schools in the rural hollers such as those across the rural counties in the Appalachian Regional Commission are far less likely to produce academically prepared students ready for the challenges of college.

The Carnegie Classifications of Institutions of Higher Education

The Carnegie Commission on Higher Education, a division of the Carnegie Foundation for the Advancement of Teaching, was first developed in 1967 with the major purpose of studying the vast diversity existing within U.S. higher education (Carnegie Foundation for the Advancement of Teaching, 2009a). During this time period, the Carnegie Commission on Higher Education was headed by Clark Kerr. As the former president of the University of California system, Kerr had significantly impacted public higher education as a principal author of the California Master Plan which formally acknowledged and celebrated differences among different types of publicly-controlled degree-granting institutions of higher education within the State of California. As McCormick and Zhao (2005) point out, Kerr largely modeled the Carnegie Classifications after the California Master Plan. Over four decades and 6 iterations, the Carnegie Classifications sought to showcase and further examine the wide diversity within higher education.

By 1970-1971, the Carnegie Commission had created its initial institutional classifications (Carnegie Foundation for the Advancement of Teaching, 2009a). These classifications were publicly released in 1973 for use by other researchers, practitioners, and

policymakers. The classifications have undergone five revisions since their 1973 release, with revisions made in 1976, 1987, 1994, 2000, and most recently, in 2005. While some changes have occurred with every revision of the classifications, the desire to separate or classify for comparison purposes remains a salient issue for higher education researchers and policymakers (Carnegie Commission on Higher Education, 1971). Furthermore, McCormick and Zhao (2005) suggest that the classifications serve as a manageable method by which to compare and contrast institutions, an important factor for those practitioners interested in comparing or benchmarking aspects of performance for institutional improvement.

Classifying institutions can assist researchers in defining research and data parameters. While there is no set or permanent standard by which classifications may be conceptualized, the use of classifications remains the most salient and critical function of limiting and examining diversity within any field (McCormick & Zhao, 2005). With respect to the Carnegie Classifications, the classifications were intended to show the vast diversity and ever-changing structure among the nation's colleges and universities (Carnegie Foundation for the Advancement of Teaching, 2009a). However, as McCormick and Zhao argue, the Carnegie Classifications have, over time, projected mental constructs onto the higher education community, thereby creating a system in which institutions attempt to "move up" the classification system. Institutions, for a variety of reasons, may find it advantageous to seek a new classification status. For example, an institution classified as a Baccalaureate College may expand its missions and desire to "move up" to the Master's Colleges and Universities class. Researchers (Dunham, 1969; Harclerod & Ostar, 1987; Hardy, 2005; McCormick & Zhao, 2005) have noted the tendency of institutions to attempt to "move up" within the Carnegie Classifications.

One criticism of classification is that it often creates mental perceptions that become accepted as “real or naturally occurring” (McCormick & Zhao, 2005, p. 53). The major goal of the Carnegie Basic Classification was *not* to suggest differences in educational quality or to suggest a natural order of institutional development among the various institutional types. Rather, the Carnegie Basic Classification was intended simply to make comparison of similar institutions easier (Carnegie Foundation for the Advancement of Teaching, 2009a).

The Carnegie Basic Classification relies heavily upon data from prior years to develop classifications (Carnegie Foundation for the Advancement of Teaching, 2009c). Classification theory is such that observation and reflection of prior events lead to decisions and mental constructs for the present. Simply put, classifications are retrospective and static (Carnegie Foundation for the Advancement of Teaching; McCormick & Zhao, 2005). All revisions of the Carnegie Basic Classification since their initial development in 1970-1971 have been retrospective in scope. Due to this retrospective and observation-based nature, continuous re-examination and re-classifications become necessary in order to maintain a system that offers benefits. McCormick and Zhao suggested that classifications should ask four essential questions. These questions include:

- Do its groupings make sense?
- Does it focus attention on the right similarities and differences for its purpose?
- Does it lead to new and valuable insights?
- Does it advance knowledge and understanding? (p. 54)

The first version of the Carnegie Basic Classification was developed in 1970-1971 and released publicly in 1973 and had five broad categories: (1) Two-Year Colleges & Institutions, (2) Comprehensive Colleges & Universities, (3) Doctoral-Granting Institutions, (4) Professional

Schools, and (5) Other Specialized Institutions. Table 3 illustrates these broad categories and also shows the updates made to the classifications in 1976. As Table 3 reveals, very little was changed in the first revision of the classifications. The 1976 revision did, however, welcome the addition of the category -- Institutions for Non-Traditional Study.

Table 3

*The Carnegie Classification System of Institutions of Higher Education
by Major Class and Subclasses, 1973 and 1976*

| 1973 Major Class Subclass | 1976 Major Class Subclass |
|--|--|
| <i>Two-Year Colleges & Institutions</i> | <i>Two-Year Colleges & Institutions</i> |
| <i>Liberal Arts Colleges</i> | <i>Liberal Arts Colleges</i> |
| Liberal Arts Colleges I | Liberal Arts Colleges I |
| Liberal Arts Colleges II | Liberal Arts Colleges II |
| <i>Comprehensive Colleges & Universities</i> | <i>Comprehensive Colleges & Universities</i> |
| Comprehensive Colleges & Universities I | Comprehensive Colleges & Universities I |
| Comprehensive Colleges & Universities II | Comprehensive Colleges & Universities II |
| <i>Doctoral-Granting Institutions</i> | <i>Doctoral-Granting Institutions</i> |
| Research Universities I | Research Universities I |
| Research Universities II | Research Universities II |
| Doctoral-Granting Universities I | Doctoral-Granting Universities I |
| Doctoral-Granting Universities II | Doctoral-Granting Universities II |
| <i>Professional Schools & Other Specialized Institutions</i> | <i>Professional Schools & Other Specialized Institutions</i> |
| Theological Schools | Theological Schools |
| Medical Schools & Medical Centers | Medical Schools & Medical Centers |
| Other Separate Health | Other Separate Health |
| Professional Schools | Professional Schools |
| Schools of Engineering & Technology | Schools of Engineering & Technology |
| Schools of Business & Management | Schools of Business & Management |
| Schools of Art, Music & Design | Schools of Art, Music & Design |
| Schools of Law | Schools of Law |
| Teachers' Colleges | Teachers' Colleges |
| Other Specialized Institutions | Other Specialized Institutions |
| | <i>Institutions for Non-Traditional Study</i> |

Data Source: Carnegie Foundation for the Advancement of Teaching, 2009

The next revision made to the Carnegie Classifications came thirteen years later in 1987. Table 4 showcases the classifications as they appeared in 1987 and also shows the revisions made in 1994. The revisions made in 1994 mark the first use of the terminology “Master’s Colleges and Universities.” Prior versions of the classifications had referred to these institutions as Comprehensive Colleges and Universities. In addition to this change, the 1994 revisions saw the Two-Year Colleges and Institutions category change to Associate of Arts Colleges. The 1994 revision also added a category of Tribal Colleges and Universities.

Table 4

The Carnegie Classification System of Institutions of Higher Education by Major Class and Subclasses, 1987 and 1994

| 1987 Major Class Subclass | 1994 Major Class Subclass |
|---|---|
| Two-Year Colleges & Institutions | Associate of Arts Colleges |
| Liberal Arts Colleges Liberal Arts Colleges I Liberal Arts Colleges II | Baccalaureate Colleges Baccalaureate (Liberal Arts) Colleges I Baccalaureate Colleges II |
| Comprehensive Colleges & Universities Comprehensive Colleges & Universities I Comprehensive Colleges & Universities II | Master's (Comprehensive) Colleges & Universities Master's Comprehensive Colleges & Universities I Master's Comprehensive Colleges & Universities II |
| Doctoral-Granting Institutions Research Universities I Research Universities II Doctoral-Granting Universities I Doctoral-Granting Universities II | Doctoral-Granting Institutions Research Universities I Research Universities II Doctoral-Granting Universities I Doctoral-Granting Universities II |
| Specialized Institutions Theological Schools Medical Schools & Medical Centers Other Separate Health and Profession Schools | Specialized Institutions Theological Schools Medical Schools & Medical Centers Other Separate Health and Profession Schools |
| Schools of Engineering & Technology Schools of Business & Management Schools of Art, Music & Design Schools of Law Teachers' Colleges Other Specialized Institutions | Schools of Engineering & Technology Schools of Business & Management Schools of Art, Music & Design Schools of Law Teachers' Colleges Other Specialized Institutions |
| | Tribal Colleges and Universities |

Data Source: Carnegie Foundation for the Advancement of Teaching, 2009

The Carnegie Classifications were again updated in 2000. Table 5 illustrates the classifications as they appeared in 2000. The 2000 revisions to the Carnegie Classifications saw the Associate of Arts Colleges become Associate's Colleges, the Doctoral-Granting Institutions become Doctoral/Research Universities, and the labeling of Baccalaureate Colleges. The table also shows the most recent revisions completed in 2005. As Table 5 illustrates, the 2005 revisions to the classifications showcase considerable changes in an effort to more thoroughly and precisely classify institutions. The 2005 revision for the first time classified Associate's Colleges by specific categories. It is also worth noting that the Associate's Colleges sector is the only sector of higher education that is classified using institutional control (public vs. private) as a specific category of classification.

Table 5

The Carnegie Classification System of Institutions of Higher Education by Major Class and Subclasses, 2000 and 2005

| 2000 Major Class Subclass | 2005 Major Class Subclass |
|---|--|
| <i>Associate's Colleges</i> | <i>Associate's Colleges</i> Associate's-Public Rural-serving Small Associate's-Public Rural-serving Medium Associate's Public Rural-serving Large Associate's Public Suburban-serving Single Campus Associate's Public Suburban-serving Multicampus Associate's Public Urban-serving Single Campus Associate's Public Urban-serving Multicampus Associate's- Public Special Use Associate's Private Not-for-profit Associate's Private For-profit Associate's Public 2-year Colleges under Universities Associate's Public 4-year, Primarily Associate's Associate's Private Not-for-profit 4-year, Primarily Associate's Associate's Private For-profit 4-year, Primarily Associate's |
| <i>Doctoral-Granting Institutions</i> Doctoral/Research Universities-Extensive Doctoral/Research Universities-Intensive | <i>Doctorate-Granting Universities</i> Research Universities (very high research activity) Research Universities (high research activity) Doctoral/Research Universities |
| <i>Master's Colleges & Universities</i> Master's Colleges & Universities I Master's Colleges & Universities II | <i>Master's Colleges and Universities</i> Master's Colleges and Universities (larger programs) Master's Colleges and Universities (medium programs) Master's Colleges and Universities (smaller programs) |
| <i>Baccalaureate Colleges</i> Baccalaureate Colleges- Liberal Arts Baccalaureate Colleges- General Baccalaureate/Associate's Colleges | <i>Baccalaureate Colleges</i> Baccalaureate Colleges- Arts & Sciences Baccalaureate Colleges- Diverse Fields Baccalaureate Colleges- Associate's Colleges |
| <i>Specialized Institutions</i> Theological Schools Medical Schools & Medical Centers Other Separate Health Profession Schools Schools of Engineering & Technology Schools of Business & Management Schools of Art, Music & Design Schools of Law Teachers' Colleges Other Specialized Institutions | <i>Special Focus Institutions</i> Theological seminaries, Bible colleges, and other faith-related Institutions Medical Schools and medical centers Other health profession schools Schools of engineering Other technology-related schools Schools of business and Management Schools of Art, Music, and Design Schools of Law Other Special-Focus Institutions |
| <i>Tribal Colleges & Universities</i> | <i>Tribal Colleges</i> |

Data Source: Carnegie Foundation for the Advancement of Teaching, 2009

The first public reference to what would become the Carnegie Basic Classification was in a 1971 report by The Carnegie Commission on Higher Education entitled *New students and new places: Policies for the future growth and development of American higher education*. In this report, the Carnegie Commission argued that more Comprehensive Colleges and Universities (now known as Master's Colleges and Universities) and community colleges were needed to better serve students (Carnegie Commission on Higher Education, 1971). In fact, the Commission suggested that the United States needed between 85 and 105 new Comprehensive Colleges and Universities in order to provide greater access and opportunities for students. In making this recommendation, the Commission clearly recognized the geographic and regional differences existing among institutions of this type. This recognition is supported by the Commission's statement: "Largely for historical but partly also for economic reasons, there is pronounced diversity in the types of institutions that are predominant in the various regions, as well as marked regional variation in enrollment rates of the college-age population" (p. 31). In short, differences exist between urban-serving and non urban-serving institutions with respect to enrollments and resources. This is extraordinarily significant in that the regional distinctiveness of these institutions has long been under-explained and underdeveloped, yet was recognized in the initial edition of the Carnegie Classifications.

Summary

This review of literature has examined the historical development of the Carnegie Classifications, the development of the American Association of State Colleges and Universities, the distinctiveness of the regional university, types of students served, and challenges for the future. This review has indicated both precedent and need for a sub-classification for the publicly-controlled Carnegie Classified Master's Colleges and Universities. While many of these

institutions continue to bring America's promise of higher education to many under-served and underrepresented students, little research about their distinctiveness exists.

In regard to the types of students served, the review of the literature has illuminated the challenges faced by many first-generation college students. Beyond the significant challenges faced by the students, higher education faces a great challenge in serving first-generation student populations. As suggested in much of the literature, institutions of higher education may consider targeted programs to assist first-generation students in their transition to college. Moreover, institutions may take heed to the call of the research and begin collecting institutional specific data about first-generation college students. Higher education faces a great challenge, if not a moral crossroad, to bring access to first-generation students while bringing programs and services that facilitate success, and it appears likely Carnegie classified Master's Colleges and Universities will be a part of this saga.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

The purpose of this study was to develop a geographical classification system to which publicly-controlled Master's Colleges and Universities included in the 2005 Carnegie Basic Classification of Institutions of Higher Education published by the Carnegie Foundation for the Advancement of Teaching were sub-divided based upon their geographic location. In addition to creating a sub-classification system for Master's Colleges and Universities, this study sought to illustrate the characteristics of these institutions with respect to enrollments, degrees awarded, student financial aid, and student race/ethnicity. The subclasses of Master's Colleges and Universities were developed in a manner consistent with the subclass categories for Associate's Colleges developed by Katsinas, Hardy, & Lacey (2005) for the Carnegie Foundation for the Advancement of Teaching. This chapter describes the steps that were taken to create the classification system and the specific methodology by which targeted institutional characteristics were obtained.

Description of the Population

One of the major goals of this study was to bring about greater understanding of the Master's College and University sector of higher education in the United States through the development of more precise research tools. This study had two major goals. First, based upon the work of the Carnegie Foundation and the classification methodology employed by Katsinas, Hardy, and Lacey (2005) in their classification of the Associate's College sector, this study

sought to create a more sophisticated, geographical system by which Master's Colleges and Universities can be classified. Second, this study sought to describe the selected institutional characteristics of Master's Colleges and Universities in an effort to illustrate institutional diversity. Specifically, this study sought to classify each publicly-controlled Carnegie classified Master's College and University as either rural-serving, urban-serving, or suburban-serving. The proposed subclasses in conjunction with the existing subclasses (large, medium, small) created a classification system with nine possible outcomes to include rural-large, medium, small, suburban-large, medium, small, and urban-large, medium, and small. Upon completion of the classification system, this study, through the use of descriptive statistics, sought to describe, compare, and contrast the institutions belonging to each of the nine newly created categories.

This study focuses exclusively on the 266 publicly-controlled Carnegie Classified Master's Colleges and Universities. As described and graphically depicted in Chapter 2, publicly-controlled Master's Colleges and Universities, as of the fall of 2004, enrolled 2,411,305 or approximately 62% of all students attending such institutions (Carnegie Foundation for the Advancement of Teaching, 2009b). This is significant in that private not-for-profit institutions, within the Master's Colleges and Universities sector, outnumber the publicly-controlled institutions. Given these larger enrollments, and the focus from President Obama's administration on public higher education, this study, while recognizing the importance of private higher education, only examines public institutions.

Currently, there are 266 publicly-controlled Carnegie Classified Master's Colleges and Universities operating within the United States, its territories, and the District of Columbia (Carnegie Foundation for the Advancement of Teaching, 2009b). Of these 266 institutions, two are located outside the confines of a U. S. state, in Guam and Puerto Rico respectively. One

institution is specifically designed for advanced military education. Of these 266 institutions, 250 (94%), as of September 2008, were also members of the American Association of State Colleges and Universities (AASCU).

In their 1971 report *New students new places*, the Carnegie Commission recognized geographic location as a significant issue with respect to institutional distinctiveness. The report called for “about 60 to 70 new comprehensive colleges in metropolitan areas with populations of 500,000 or more” (p. 120). The report also called for “20 to 35 new comprehensive colleges in smaller metropolitan areas, generally those with populations of 200,000 to 500,000” (p. 120). The term used to describe what are now known as Master’s Colleges and Universities was “Comprehensive Colleges and Universities;” thus, the Commission’s report of 1971 was, in fact, discussing the same sector of institutions as the present study.

The National Center for Education Statistics’ (NCES) Integrated Postsecondary Data System (IPEDS) labels and assigns each institution of higher education in the United States to a specific geographic region of the country. These geographical regional descriptions closely parallel those used by the federal Bureau of the Census. Each geographic section listed here is also listed and defined in Chapter 1 of this study. Of the 266 institutions included in this study, 17 (6%) are located in New England states, 55 (21%) are located in Mid-East states, 30 (11%) are located in Great Lakes states, 23 (9%) are located in Plains states, 69 (26%) are located in Southeast states, 33 (12%) are located in Southwest states, 6 (2%) are located in Rocky Mountain states, and 31 (12%) are located in Far West states, and 2 (0.75%) are located in territories controlled by the United States.

Classification Methods

While classification methods with respect to higher education and the Carnegie Basic Classification were described and discussed in Chapter 2, a more detailed look at classification methods is necessary here. While classification techniques are often overlooked by researchers, the means by which a classification is built directly impacts the quality of the classification work. Bailey (1994) noted, “a classification is no better than the dimensions or variables on which it is based” (p. 2).

The basic rules of classification are rather straightforward: the classes formed must be exhaustive and mutually exclusive (Bailey, 1994; Bowker & Star, 2000). The present study is best described as a taxonomy. Taxonomy is a classification method that uses existing empirical data to further group objects or entities (Bailey, 1994). Since the present study accepts the Carnegie Foundation’s existing definition of Master’s Colleges and Universities (large, medium, small), any further sub-classification of these existing categories is based upon the variables already set forth by Carnegie. In short, as noted in Chapter 1 of this study, the large, medium, and small language used to classify Master’s Colleges and Universities is based upon the number of master’s degrees awarded. Since the present study sought only to sub-classify each of these three existing areas geographically (rural-serving, urban-serving, suburban-serving), the cases created are monothetic or identical.

Classification methods are beneficial for several reasons. The most applicable to the present study follow. Classification is “the premier descriptive tool” (Bailey, 1994, p. 12). Moreover, Bailey suggests that classification can reduce complexity, identify similarities, identify differences, and aid in the study of relationships. Since the present desired to document both similarities and differences among institutions belonging to the Master’s Colleges and

Universities sector of higher education, perhaps there is no better methodology than that of classification.

A classification of the Master's Colleges and Universities sectors can bring a sense of clarity and understanding to the sector. Lucas (1996) observed that "American higher education is neither monolithic nor uniform, its diversity creates multiple 'worlds' or environments" (p. 21). While Lucas was not directly discussing Master's Colleges and Universities when he wrote this, the quote rings true for this sector of higher education. A mistake frequently made by scholars, practitioners, and policy-makers alike is that they tend to view the master's sector as a cohesive unit, rather than a sector containing broad internal diversity. There appears to be widespread misunderstanding as to what to call an institution belonging to the Master's Colleges and Universities sector. While the Carnegie Foundation for the Advancement of Teaching did once refer to these institutions as Comprehensive Universities and Colleges, they have not done so since 1994. Beyond the continued misuse of the term "comprehensive," some continue to refer to these institutions as "regional" institutions; a somewhat inexact term as discussed in some length in Chapter 2 of this study. Some continue to refer to this sector as state colleges and universities, which is perhaps more accurate than comprehensive and regional, but still yet causes some confusion. For example, in Lewin's (2009) article entitled: *State colleges also face cuts in ambitions*, the title of this work suggests an article about state colleges and universities belonging to the American Association of State Colleges and Universities. This, however, was not the case; the article was discussing the budget cuts at Arizona State University, a very large public research university. The key distinction here is that Arizona State University is *not* a state college in the membership of the American Association of State Colleges and Universities—it is a Research University with very high research activity, a vastly different kind of institution.

Given the ease to which confusion can come about concerning this sector of higher education, the present classification study can assist in greater understanding and reduce misunderstandings about these institutions.

Classification methods, however, are not without limitations and criticisms. Bailey (1994) notes that classification is often limited to description, is often static, and in large cases seemingly unmanageable. Despite these limitations, the present study was descriptive in nature; therefore, the classification process was wholly appropriate.

Bowker and Star (2000) argue that classifications represent boundaries for the discussion of objects. In the case of the present study, the classifications represent a discourse about a set of institutions. The classifications put forth in this study are very time specific and very much living, in that they can be continuously updated and are open to multiple dimensions of interpretation. This is ideologically consistent with Bowker and Star's view of classification in that "the only good classification is a living classification" (p. 326). Moreover, with respect to the present study, classification represents a discourse that provides readers an opportunity to understand Master's Colleges and Universities from a contextually specific viewpoint. A contextually specific viewpoint means separating these institutions from the "universe" of higher education to examine them with respect to each other rather than to a "universe" that masks any distinction that may exist in the sector. Simply put, classification can inform our understanding of situation and context—it gives meaning to an area that has remained meaningless for too long. As Lucas (1996), in his work *Crisis in the academy: Rethinking higher education in America*, noted "higher education is so diverse and varied in character that most sweeping generalizations about its overall condition are practically meaningless" (p. xiii). A more narrowly defined and classified context can bring meaning from the lost.

Selection of Variables

The variables selected to test or illustrate the proposed classification scheme in this study are bachelor's degrees awarded, student race and ethnicity, student financial aid, and student loan indebtedness. It is rather well-documented that higher education costs have increased dramatically over the last decade. President Barack Obama's (2009) rhetoric calling for more Americans to participate in higher education has, again, brought the cost of higher education to the forefront of political and social thought. Unfortunately, as Callan and Atwell (2009) noted:

Choosing retrenchment over reform has helped to make colleges more expensive and less accessible and affordable. Since the last recession of 2001, the U. S. has fallen to tenth in the percentage of young adults with a college degree, the share of income needed for the poorest family to pay public college expenses after financial aid has jumped from 39 percent to 55 percent, and student loan borrowing has nearly doubled. (n. p.)

Moreover, Haskins, Holzer and Lerman (2009) suggested that the rise in student borrowing is directly related to family income and the declining effectiveness of grants to pay for college. This is a justification to explore student financial aid, especially student loan borrowing. More recently, the United States House of Representatives heard testimony discussing the proposal to end the guaranteed student loan program in favor of increases in the Pell grant program. With such focus now turning to how college students finance their education, it seems entirely appropriate to examine the publicly-controlled Master's Colleges and Universities sector, a sector that serves 2.5 million students with regard to student financial aid and student loan indebtedness.

Beyond the direct issues of student financial aid, there is still a gap that exists between the achievement of minority students and majority students. This achievement gap is related to finances. Middle and upper-income students are much more likely to borrow while many low-income and minority students are loan-adverse (Haskins, Holzer, & Lerman, 2009). This debt-

aversion is particularly true for Black and Hispanic students. In short, the type of student, the type of institution attended, and the availability and type of financial aid has a tremendous impact on both the access and affordability of higher education. Given these issues, it seems entirely appropriate to document unduplicated student headcount and the race and ethnicity of students attending the institutions under investigation in this study.

Instrumentation

Beyond the creation of a more sophisticated classification system for the Master's Colleges and Universities sector, this study sought to describe Master's Colleges and Universities with respect to American Association of State Colleges and Universities membership, student unduplicated headcount enrollments, student race/ethnicity, student financial aid, and student loan indebtedness. As of September 2008, 250 of the 266 (94%) institutions included in this study were active members of the American Association of State Colleges and Universities. In describing the institutions included in this study, this study employed the use of basic descriptive statistics.

To create a more sophisticated classification system for the Master's Colleges and Universities sector, this study used population data collected from the 2000 United States Decennial Census. After completing and assigning each institution to the appropriate subclass, NCES/IPEDS data surveys were used to ascertain both aggregate and disaggregate institutional data concerning the newly formed subclasses. The specific NCES/IPEDS surveys used in this study include: student enrollments, student race/ethnicity, and student financial aid. These three surveys were then used for the creation of data tables illuminating the similarities and differences among the institutions under investigation. In addition to the NCES/IPEDS data surveys that were used, the membership directory of the American Association of State Colleges and

Universities was utilized in reporting an institutions involvement with this organization. Moreover, additional data were extracted from the IPEDS Student Financial Aid (SFA) cohort study. The cohort study reveals disaggregated financial aid data by type of student (full-time vs. part-time), type of financial aid received (federal, state, local), and student status (full-time, first-time, degree seeking student). The use of each of these data instruments is entirely consistent with the methodology used by Hardy (2005) in his classifications of the Associate's Colleges sector.

Data Collection

The data for this study were collected from NCES/IPEDS survey data from academic year 2006-2007, NCES/IPEDS Student Financial Aid (SFA) cohort study data form academic year 2006-2007, population data from the 2000 United States Decennial Census, existing classification data from the Carnegie Foundation for the Advancement of Teaching, and the 2008 membership directory of the American Association of State College and Universities (AASCU).

To form the new sub classification system, simple institutional data were taken from NCES/IPEDS concerning publicly-controlled Carnegie classified Master's Colleges and Universities. As Carnegie currently classifies Master's Colleges and Universities as either large, medium, or small, each of these sub sections (large, medium, small) were accessed and saved in an Excel spreadsheet. Such data about these institutions included the institution's name, IPEDS Unit ID number, physical address, and 2005 Carnegie Basic Classification. After collecting this information, each existing subclass (large, medium, small) was, per the methodology described below, sub-classified into either primarily rural-serving, urban-serving, or suburban-serving. Finally, cross checking with the membership directory of the American Association of State Colleges and Universities (AASCU), each institution within each subclass was checked for

AASCU membership status. This methodology is consistent with the methodology used by Hardy (2005) in his classification of the Associate's Colleges sector.

In order to determine to which subclass each institution belongs, data from the 2000 United States Decennial Census were accessed. The Census shows population data for any defined area. Working from a similar methodology put forth by Hardy (2005) in his dissertation and the subsequent work from Katsinas, Hardy, and Lacey (2005), population data were accessed for each city in which the institutions under investigation reported their physical address. The system that reports city population data is known as the American FactFinder system and is available for public inspection at the Bureau of the Census website:

http://factfinder.census.gov/servlet/QTGeoAddressServlet?_ts=252946671736 (Hardy, 2005).

The population data retrieved from the American FactFinder system assisted in determining the appropriate subclass to assign each institution under investigation. As defined and discussed in Chapter 1, a city located within the confines of a Primary Metropolitan Statistical Area (PMSA), or Metropolitan Statistical Area (MSA) aides in determining subclass assignment (Hardy, 2005).

For the purposes of this study, an institution reporting a physical address within the confines of a PMSA or MSA, with the city's name included in the title of the PMSA or MSA, and with a total population of 500,000 people or more was coded as "urban-serving." An institution with a physical address located in a city within the parameters of a PMSA or MSA but not included in the name of the PMSA or MSA, but yet has a total population of 500,000 people or more, was coded as "suburban-serving." Lastly, an institution with a physical address outside of any PMSA or MSA, or located within the parameters of a PMSA or MSA with fewer than 500,000 people was coded as "rural-serving." On rare occasions, an institution's reported

physical address may not be included in the American FactFinder system. When this occurred, simple exploratory research using the Internet was used in order to determine a location in close proximity. This exactly parallels the approach used by Hardy (2005) in the classifications of the Associate's Colleges sector.

Once these distinctions were determined, each newly created subclass was saved as a separate Microsoft Excel spreadsheet. Following this, each of the nine newly-created subclass listings were transferred to Microsoft Word documents, saving each institutions UNIT ID number. With the UNIT ID numbers saved for each institution belonging to each of the newly created subclasses, the copy and paste function offered by NCES/IPEDS was employed to access the appropriate data surveys regarding these institutions. This allowed for aggregate description of each newly created subclass (Hardy, 2005).

The targeted aggregate data table descriptions of each newly created subclass include NCES/IPEDS unduplicated headcount enrollment data surveys from academic year 2006-07, student financial aid surveys, and race/ethnicity surveys. All information taken from IPEDS is free and open to public inspection via the Internet at <http://nces.ed.gov/ipeds/pas/dct/index.asp> by simply logging into the system via the Guest level log-in. Again, this approach is consistent with the data sources used by the Carnegie Foundation and the methodological approach used by Hardy (2005).

Research Questions

This study had two primary research questions.

1. In a manner consistent with existing Carnegie Foundation for the Advancement of Teaching nomenclature, can a more precise classification scheme be developed for the 266 publicly-controlled Master's Colleges and Universities?

2. What are the characteristics of a publicly-controlled Carnegie Classified Master's Colleges and Universities institution with regard to:

- Number of Bachelor's Degrees Awarded
- Student Race and Ethnicity
- Student Financial Aid
- Student Loan Indebtedness

Data Analysis

The newly created subclass system of publicly-controlled Carnegie Classified Master's Colleges and Universities was described and depicted via a series of tables and lists. This produced:

1. A list of all publicly-controlled Master's Colleges and Universities (large, medium, small) by primary geographical region (rural-serving, urban-serving, suburban-serving).
2. A list of all Carnegie classified Master's Colleges and Universities (large, medium, small) by sector (public, private-not-for-profit, private-for-profit).
3. A list of all publicly-controlled Master's Colleges and Universities (large, medium, small) by primary geographical region (rural-serving, urban-serving, suburban-serving) and by special focus (Historically Black College or University, Hispanic Serving Institution, etc).
4. A table of all Master's Colleges and Universities (large, medium, small) by primary geographical region (rural-serving, urban-serving, suburban-serving) and by American Association of State Colleges and Universities membership status.

In addition to these outputs, other data tables were created showcasing differences and similarities among each subclass concerning student enrollments, student financial aid, and

student race/ethnicity. Such tables primarily show totals, percentages, and averages on the variables noted above.

Summary

This study created a more sophisticated system by which publicly-controlled institutions belonging to the Master's Colleges and Universities sector may be further sub-classified and studied. While similar analysis has been used to classify and describe the Associate's Colleges sector of higher education, no such system has ever been produced for the Master's Colleges and Universities sector, a sector that enrolled 2.5 million students at 266 colleges and universities in the United States in the 2006-07 academic year. It is hoped that this study can provide a linkage between Master's Colleges and Universities and the American Association of State Colleges and Universities—producing a research methodology that can help improve the research of policies and practices as these two sectors partner to aid the advancement of public higher education.

CHAPTER 4

PRESENTATION OF DATA

Introduction

This chapter presents the findings of the study, which had two major objectives: First, it sought to classify publicly-controlled Carnegie classified Master's Colleges and Universities by geographical service (rural, urban, and suburban). While the Carnegie Foundation for the Advancement of Teaching classifies master's institutions as small, medium, or large, the present study further sub classifies these institutions by rural, urban, or suburban. This further sub classification creates nine categories to include rural: small, medium, large, suburban: small, medium, large, and urban: small, medium, large. Second, this study sought to describe selected characteristics of the institutions belonging to each newly created category. The details of the classification system developed and employed in this study were described in Chapter 3. The institutions used in this study and the data used to determine the appropriate classifications of those institutions are presented in Appendix B. What follows is a series of data tables that addresses each aspect of the research questions put forth in this study.

Research Question 1

In a manner consistent with existing Carnegie Foundation for the Advancement of Teaching nomenclature, can a more precise classification scheme be developed for the 266 publicly-controlled Master's Colleges and Universities?

Discussion

The data presented here compare the existing Carnegie classification language of small, medium, and large and the using the proposed geographically-based classification of rural, urban, and suburban. Table 6 shows a numerical and percentage breakdown of the 266 publicly-controlled Master's Colleges and Universities. It further reveals that Larger Programs make up the vast majority of the Master's Colleges and Universities universe, totaling 166 institutions or 62% of all institutions of this type. While accounting for 62% of the institutions, Larger Programs enroll 1,894,666 students or 76% of all students enrolled in a publicly-controlled Master's institutions during the academic year 2006-07. While the Larger Programs hold the greatest percentages of enrollments in master's institutions, Medium Programs total 69 institutions or 26% of the publicly-controlled master's universe, but only enroll 433,570 students or 18% of the total undergraduate student enrollment. Smaller Programs total 31 institutions or 12% of the public master's universe with a 169,643 students or a tiny 7% of the total undergraduate enrollment. The 166 Larger Program institutions have an average undergraduate enrollment of 11,414 students, while the 69 Medium Programs have an average enrollment of 6,429, and the 31 Smaller Programs have an average enrollment of 5,472 undergraduate students. In total, the publicly-controlled Master's Colleges and Universities sector, across all 266 institutions, has an overall average enrollment, per institution, of 9,428 undergraduate students.

While the data presented in Table 6 give a picture of Master's Colleges and Universities, these data do not fully capture the diversity existing in Master's Colleges and Universities. Tables 7 re-presents the data shown in Table 6 using the newly proposed geographically-based classification system, and shows the geographically-based system as a much more precise and complete method by which to study these institutions. Table 7 shows that the public master's

institutional universe is comprised of 163 or 61% rural-serving institutions, 56 or 21% suburban-serving and 46 or 17% urban-serving. Rural-serving institutions account for 1,279,177 or 51% of the total undergraduate enrollment at publicly-controlled Master's Colleges and Universities, while suburban-serving account for 633,165 or 25% and urban-serving institutions have 595,537 or 24% of the total undergraduate enrollment. Table 7 shows the average enrollment at rural-serving institutions is approximately 7,848 students, while the suburban-serving and urban-serving sectors are 11,307 and 12,946 respectively. While the urban-serving sector posts the highest average institutional enrollment figures, the largest single average enrollment figure comes for the Urban-Large class, with an average enrollment of 14,388 undergraduate students. Again, Table 7 provides a much more precise manner in which to examine this set of institutions.

Table 6
Publicly-Controlled Master's Colleges and Universities Undergraduate Enrollments, Expressed in Numbers and Percentages

| 2005 Carnegie Basic Classification | | | | | |
|-------------------------------------|--------------|---------|-------------|---------|---------|
| Master's Colleges and Universities: | Institutions | | Enrollments | | |
| | Number | Percent | Number | Percent | Average |
| Smaller Programs | 31 | 12% | 169,643 | 7% | 5,472 |
| Medium Programs | 69 | 26% | 443,570 | 18% | 6,429 |
| Larger Programs | 166 | 62% | 1,894,666 | 76% | 11,414 |
| Total | 266 | 100% | 2,507,879 | 100% | 9,428 |

Data Source: NCES/IPEDS, 12 Month Enrollment; 2006-07

Table 7
Number of Institutions and Undergraduate Enrollments at Publicly-Controlled Master's Colleges and Universities by Geographical Classification: 2006-07, Expressed in Numbers, Percentages, and Average Enrollments

| | Institutions | | Enrollments | | |
|-----------------|--------------|---------|-------------|---------|---------|
| | Number | Percent | Number | Percent | Average |
| Rural Small | 26 | 10% | 127,691 | 5% | 4,911 |
| Rural Medium | 46 | 17% | 277,729 | 11% | 6,038 |
| Rural Large | 91 | 34% | 873,757 | 35% | 9,602 |
| Rural Total | 163 | 61% | 1,279,177 | 51% | 7,848 |
| Suburban Small | 3 | 1% | 24,415 | 1% | 8,138 |
| Suburban Medium | 12 | 5% | 62,632 | 2% | 5,219 |
| Suburban Large | 41 | 15% | 546,118 | 22% | 13,320 |
| Suburban Total | 56 | 21% | 633,165 | 25% | 11,307 |
| Urban Small | 2 | 1% | 17,537 | 1% | 8,769 |
| Urban Medium | 11 | 4% | 103,209 | 4% | 9,383 |
| Urban Large | 33 | 12% | 474,791 | 19% | 14,388 |
| Urban Total | 46 | 17% | 595,537 | 24% | 12,946 |
| R, S, & U Total | 265 | 100% | 2,507,879 | 100% | 9,464 |
| Special Use | 1 | 0% | 0 | 0% | N/A |
| Total | 266 | 100% | 2,507,879 | 100% | 9,428 |

Data Source: NCES/IPEDS, 12 Month Enrollment; 2006-07

Note: Percentages may not total 100 due to rounding

Table 7 has a “special use” category. The one special use institution, the Naval Postgraduate Academy in Monterey, California, has no undergraduate students. As this institution is a graduate academy designed specifically for graduate education to service men and women, it makes little sense to put this institution in with the other categories. In subsequent tables, this category was removed as to make the data more easily understandable.

In addition to the data presented above, the next series of data tables showcase institutional annual unduplicated enrollments by race/ethnicity at Master’s Colleges and Universities. Table 8 shows the enrollment data using the existing Carnegie classification language of small, medium, and large by race/ethnicity for academic year 2006-07. It indicates that Larger Programs have significantly higher undergraduate enrollments than Medium or Smaller Programs. Of the 2,507,874 undergraduates enrolled in public master’s institutions, 1,894,666 were in Larger Programs, 443,570 were in Medium Programs, and 169,643 were in Smaller Programs, or by percentages these enrollments are 76%, 18%, and 7% respectively. Table 8 shows that 229,119 or 69% of all Black students enrolled in public master’s institutions attend a Carnegie Larger Program institution, and even higher percentages for Hispanics at 215,327 or 81%. However, in total, as shown in table 8, Smaller Programs enroll, in percentages, more Black students (23%) than Medium Programs (15%) or Larger Programs (12%). Larger Programs, in percentages, enroll more Hispanic students (11%) than do Medium (10%) or Smaller Programs (4%).

Table 8

Annual Unduplicated Headcount Undergraduate Enrollments at Public Master's Colleges and Universities by Race/Ethnicity: 2006-

07 Expressed in Numbers and Percentages

2005 Carnegie Basic Classification of
Master's Colleges and Universities:

| Type of Program | Total Enrollments | | White | | Black | | Hispanic | | Asian/Pacific Islander | | American Indian Alaskan Native | | Race Unknown | | Non-Resident Alien | |
|-----------------|-------------------|------|-----------|------|---------|------|----------|------|------------------------|------|--------------------------------|------|--------------|------|--------------------|------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Smaller | 169,643 | 7 | 102,706 | 7 | 39,859 | 12 | 6,843 | 3 | 3,234 | 2 | 2,675 | 10 | 10,762 | 7 | 3,564 | 6 |
| Medium | 443,570 | 18 | 276,644 | 18 | 64,483 | 19 | 42,632 | 16 | 14,107 | 10 | 6,163 | 23 | 31,110 | 21 | 8,431 | 14 |
| Larger | 1,894,666 | 76 | 1,157,114 | 75 | 229,119 | 69 | 215,327 | 81 | 120,167 | 87 | 17,653 | 67 | 107,675 | 72 | 47,701 | 80 |
| Total | 2,507,879 | 100% | 1,536,464 | 100% | 333,461 | 100% | 264,802 | 100% | 137,508 | 100% | 26,491 | 100% | 149,547 | 100% | 59,696 | 100% |
| Smaller | 100% | | 61% | | 23% | | 4% | | 2% | | 2% | | 6% | | 2% | |
| Medium | 100% | | 62% | | 15% | | 10% | | 3% | | 1% | | 7% | | 2% | |
| Larger | 100% | | 61% | | 12% | | 11% | | 6% | | 1% | | 6% | | 3% | |
| Total | 100% | | 61% | | 13% | | 11% | | 5% | | 1% | | 6% | | 2% | |

Data Source: NCES/IPEDS, 12
Month Enrollment; 2006-07

While the data presented in Table 8 are informative, they are rather limited in scope and precision. As Table 9 reveals, a geographically-based classification system provides a much more precise and thorough description of the enrollment diversity of students served by the 266 publicly-controlled Master's Colleges and Universities. When Tables 8 and 9 are compared, it is clear that the geographically-based classification system shown in Table 9 reveals greater diversity by race and ethnicity than was evident in Table 8.

Table 9

Total Undergraduate Annual Unduplicated Headcount Enrollments at Public Master's Colleges and Universities by Race/Ethnicity and

Geographical Reclassification: 2006-07, Expressed in Numbers and Percentages

| | Total Undergraduate Enrollment | | White | | Black | | Hispanic | | Asian/Pacific Islander | | American Indian Alaskan Native | | Race Unknown | | Non-Resident Alien | |
|-----------------|--------------------------------|-----|-----------|-----|---------|-----|----------|-----|------------------------|-----|--------------------------------|-----|--------------|-----|--------------------|-----|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Rural Small | 127,691 | 5 | 82,891 | 5 | 27,382 | 8 | 4,013 | 2 | 2,054 | 1 | 2,502 | 9 | 6,474 | 4 | 2,375 | 4 |
| Rural Medium | 277,729 | 11 | 178,494 | 12 | 32,913 | 10 | 34,068 | 13 | 8,427 | 6 | 5,191 | 20 | 13,043 | 9 | 5,593 | 9 |
| Rural Large | 873,757 | 35 | 647,048 | 42 | 87,710 | 26 | 49,600 | 19 | 22,274 | 16 | 11,980 | 45 | 40,365 | 27 | 14,780 | 25 |
| Rural Total | 1,279,177 | 51 | 908,433 | 59 | 148,005 | 44 | 87,681 | 33 | 32,755 | 24 | 19,673 | 75 | 59,882 | 40 | 22,748 | 38 |
| Suburban Small | 24,415 | 1 | 15,642 | 1 | 2,501 | 1 | 1,543 | 1 | 778 | 1 | 136 | 1 | 2,637 | 2 | 1,178 | 2 |
| Suburban Medium | 62,632 | 2 | 41,680 | 3 | 8,554 | 3 | 4,715 | 2 | 2,707 | 2 | 299 | 1 | 3,402 | 2 | 1,275 | 2 |
| Suburban Large | 546,118 | 22 | 319,477 | 21 | 69,569 | 21 | 59,936 | 23 | 40,740 | 30 | 3,146 | 12 | 37,684 | 25 | 15,566 | 26 |
| Suburban Total | 633,165 | 25 | 376,799 | 25 | 80,624 | 24 | 66,194 | 25 | 44,225 | 32 | 3,581 | 14 | 43,723 | 29 | 18,019 | 30 |
| Urban Small | 17,537 | 1 | 4,173 | 0 | 9,976 | 3 | 1,287 | 0 | 402 | 0 | 37 | 0 | 1,651 | 1 | 11 | 0 |
| Urban Medium | 103,209 | 4 | 56,470 | 4 | 23,016 | 7 | 3,849 | 1 | 2,973 | 2 | 673 | 3 | 14,665 | 10 | 1,563 | 3 |
| Urban Large | 474,791 | 19 | 190,589 | 12 | 71,840 | 22 | 105,791 | 40 | 57,153 | 42 | 2,437 | 9 | 29,626 | 20 | 17,355 | 29 |
| Urban Total | 595,537 | 24 | 251,232 | 16 | 104,832 | 31 | 110,927 | 42 | 60,528 | 44 | 3,147 | 12 | 45,942 | 31 | 18,929 | 32 |
| Total | 2,507,879 | 100 | 1,536,464 | 100 | 333,461 | 100 | 264,802 | 100 | 137,508 | 100 | 26,401 | 100 | 149,547 | 100 | 59,696 | 100 |
| Rural Small | 100% | | 65% | | 21% | | 3% | | 2% | | 2% | | 5% | | 2% | |
| Rural Medium | 100% | | 65% | | 12% | | 12% | | 2% | | 2% | | 5% | | 2% | |
| Rural Large | 100% | | 75% | | 10% | | 4% | | 3% | | 1% | | 5% | | 2% | |
| Rural Total | 100% | | 72% | | 12% | | 6% | | 2% | | 2% | | 5% | | 2% | |
| Suburban Small | 100% | | 64% | | 10% | | 6% | | 3% | | 1% | | 11% | | 5% | |
| Suburban Medium | 100% | | 67% | | 14% | | 8% | | 4% | | 0% | | 5% | | 2% | |
| Suburban Large | 100% | | 58% | | 13% | | 11% | | 7% | | 1% | | 7% | | 3% | |
| Suburban Total | 100% | | 60% | | 13% | | 10% | | 7% | | 1% | | 7% | | 3% | |
| Urban Small | 100% | | 24% | | 57% | | 7% | | 2% | | 0% | | 9% | | 0% | |
| Urban Medium | 100% | | 55% | | 22% | | 4% | | 3% | | 1% | | 14% | | 2% | |
| Urban Large | 100% | | 40% | | 15% | | 22% | | 12% | | 1% | | 6% | | 4% | |
| Urban Total | 100% | | 42% | | 18% | | 19% | | 10% | | 1% | | 8% | | 3% | |
| Total | 100% | | 62% | | 13% | | 11% | | 5% | | 1% | | 6% | | 2% | |

Data Source: NCES/IPEDS, 12 month enrollment; 2006-07

Table 9 shows the undergraduate enrollments for public master's colleges by race/ethnicity separated by geographical classifications for academic year 2006-07. When the raw enrollment numbers shown in Table 9 are expressed in percentages, an interesting finding is revealed. Of the 2,507,879 undergraduate students enrolled in a public master's institution during academic year 2006-07, 1,536,464 or 62% were White, 333,461 or 13% Black, and 264,802 or 11% Hispanic. However, a close examination of the subclasses reveals that the Urban-Small institutions had enrollments that totaled 17,537 students of which 9,976 or 57% were Black, while the Urban-Large institutions had enrollments that totaled 474,791 of which 105,791 or 22% were Hispanic. In total, the urban-serving institutions had a total enrollment of 595,537, which was 42% White, 18% Black, and 19% Hispanic. Conversely, Rural-Small institutions had the lowest percentage of Hispanic enrollments at just 3%, while both Rural-Large and Suburban-Small had the lowest percentage of Black enrollments at 10% each. Finally, it is worth noting that Rural-Small institutions and Urban-Medium institutions are separated by only 1 percentage point in Black enrollments with 21% and 22% respectively. It seems clear, from Table 9 that when classified geographically publicly-controlled Carnegie classified Master's Colleges and Universities are serving a diverse set of students, and that significant differences exist across Master's Colleges and Universities that are simply not evident using the current Carnegie method of classification.

As further revealed in Table 9, 1,279,177 or 51% of the 2,507,879 total undergraduate enrollments at public master's institutions in academic year 2006-07 were at rural-serving institutions, with just 633,165 or 25% at suburban-serving and 595,537 or 24% at urban-serving institutions. Moreover, 148,805 or 44% of the 333,461 total Black enrollments at public master's institutions were at rural-serving institutions, while 110,927 or 42% of the 264,802 total Hispanic enrollments were at urban-serving institutions. In fact, the Urban-Large institutions accounted

for 105,791 or 40% of all Hispanic enrollments in public master's institutions, while the Rural-Large institutions had the largest single percentage of both Black and White students at 26% and 42% respectively. Urban-serving institutions are majority minority while rural-serving institutions are clearly not.

Research Question 2

What are the characteristics of a publicly-controlled Carnegie Classified Master's Colleges and Universities institution with regard to:

- Number of Bachelor's Degrees Awarded
- Student Race and Ethnicity
- Student Financial Aid
- Student Loan Indebtedness

Discussion

Using the current Carnegie classification language of small, medium, and large, Table 10 reveals the number of bachelor's degrees awarded at public master's institutions during academic year 2006-07. As shown in Table 10, Larger Programs account for 286,561 or 78% of all 365,659 bachelor's degrees awarded at public master's institutions. While accounting for 78% of all degrees awarded, Larger Programs account for 186,794 or 77% of all 242,161 White graduates, 25,834 or 72% of all 35,921 Black graduates, and 29,653 or a whopping 86% of all 34,309 Hispanic graduates. While the 166 colleges and universities in the Larger Programs have significantly higher numbers of graduates, the percentages by race and ethnicity in Table 10 tell an interesting story. Larger Programs awarded 286,561 baccalaureate degrees during 2006-07, with 186,794 or 65% of these degrees being awarded to White students, 25,834 or 9% being awarded to Black students, and 29,653 or 10% being awarded to Hispanic students. While

awarding 80% fewer degrees than their Larger Program counterparts, Medium Programs awarded 58,005 degrees with 41,000 or 71% being awarded to White students, 6,527 or 11% Black, and 3,932 or 7% Hispanic. Lastly, Smaller Programs awarded 92% fewer degrees than their Larger Program counterparts and 64% fewer degrees than Medium Programs. Nevertheless, Smaller Programs awarded just 21,093 baccalaureate degrees in 2006-07 with 14,367 or 68% being awarded to White students, 3,540 or 17% to Black students, and 724 or 3% to Hispanics.

Table 10

Bachelor's Degrees Awarded at Public Master's Colleges and Universities in Academic Year 2006-07 for First and Second Major

by Race/Ethnicity, Expressed in Numbers and Percentages

2005 Carnegie Basic Classification of
Master's Colleges and Universities:

| Type of Program | Degrees Awarded | | White | | Black | | Hispanic | | Asian/ Pacific Islander | | American Indian Alaskan Native | | Race Unknown | | Non- Resident Alien | |
|-----------------|-----------------|-------------|----------------|-------------|---------------|-------------|---------------|-------------|-------------------------------|-------------|---|-------------|-----------------|-------------|---------------------------|-------------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Smaller | 21,093 | 6 | 14,367 | 6 | 3,560 | 10 | 724 | 2 | 414 | 2 | 223 | 7 | 989 | 5 | 816 | 9 |
| Medium | 58,005 | 16 | 41,000 | 17 | 6,527 | 18 | 3,932 | 11 | 1,701 | 8 | 709 | 23 | 2,923 | 15 | 1,213 | 13 |
| Larger | 286,561 | 78 | 186,794 | 77 | 25,834 | 72 | 29,653 | 86 | 18,688 | 90 | 2,165 | 70 | 15,888 | 80 | 7,539 | 79 |
| Total | 365,659 | 100% | 242,161 | 100% | 35,921 | 100% | 34,309 | 100% | 20,803 | 100% | 3,097 | 100% | 19,800 | 100% | 9,568 | 100% |
| Smaller | | 100% | | 68% | | 17% | | 3% | | 2% | | 1% | | 5% | | 4% |
| Medium | | 100% | | 71% | | 11% | | 7% | | 3% | | 1% | | 5% | | 2% |
| Larger | | 100% | | 65% | | 9% | | 10% | | 7% | | 1% | | 6% | | 3% |
| Total | | 100% | | 66% | | 9% | | 10% | | 6% | | 1% | | 5% | | 3% |

Data Source: NCES/IPEDS, Completions Survey, 2006-07

Percentages may not total 100 due to rounding

Table 11 reveals bachelor's degrees awarded to students at public Carnegie Master's institutions during academic year 2006-07 by geographical classification. Among the 184,939 degrees awarded at rural-serving institutions, 142,108 or 78% were awarded to White students, with 15,426 or 8% to Black, and 9,847 or 5% to Hispanic. Rural-Small institutions had the lowest percentage of degrees awarded to Whites (70%) and Hispanics (3%) while having the largest percentage of degrees awarded to Blacks (18%). The suburban-serving institutions, in total, awarded 96,894 baccalaureate degrees in 2006-07 with 61,421 or 63% going to White students, 9,704 or 10% to Blacks, and 9,107 or 9% to Hispanics.

The rural-serving and suburban-serving institutions were very comparable with one notable difference. Suburban-serving institutions have slightly larger percentages of Hispanic students earning bachelor's degrees. The urban-serving institutions, as clearly shown in Table 11, are by far the most diverse group of institutions with respect to bachelor's degree attainment. Of the 83,826 degrees awarded at urban-serving institutions in 2006-07, 38,632 or 46% were awarded to White students, 10,791 or 13% to Black, and 15,355 or 18% to Hispanics. Within the urban-serving sector, Urban-Small institutions show an impressive 45% of bachelor's degrees earned going to Black students, while the Urban-Large institutions show 21% of their degrees going to Hispanic students. While the Urban-Large institutions show a relatively impressive number of Hispanic graduates, 14,967 or 21% of the 72,235 total Urban-Large graduates, the numbers of Black graduates was a much smaller 8,120 or 11%. In a similar fashion, the Urban-Medium institutions showcase that 2,351 of the 10,872 or 22% of the degrees awarded at Urban-Medium institutions were earned by Black students, while just 314 or 3% were earned by Hispanic students.

Table 11 further indicates that 184,939 or 50% of all the bachelor's degrees earned by students enrolled in public Master's institutions in academic year 2006-07 were awarded to students attending a rural-serving institution, with 96,894 or 26% at suburban-serving, and 83,826 or 23% at urban-serving institutions. Rural-serving institutions account for 103,395 or 43% of all Black graduates, while urban-serving institutions account for 15,355 or 45% of all Hispanic graduates. Urban-Large institutions account for a very large 14,967 or 44% of all Hispanic graduates, while Rural-Large institutions account for the largest percentages of both Black and White students at 26% and 43% respectively. These data are very much in line with the enrollment data presented earlier in this chapter. Again, as revealed in Table 11, the geographically-based classification system is much more precise than the current Carnegie classification system.

Table 11

Bachelor's Degrees Awarded at Public Master's Colleges and Universities for First and Second Major by Race/Ethnicity and

Geographical Reclassification: 2006-07, Expressed in Numbers and Percentages

| | Degrees Awarded | | White | | Black | | Hispanic | | Asian/ Pacific Islander | | American Indian Alaskan Native | | Race Unknown | | Non- Resident Alien | |
|-----------------|-----------------|-----|---------|-----|--------|-----|----------|-----|-------------------------------|-----|---|-----|-----------------|-----|---------------------------|-----|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Rural Small | 16,536 | 5 | 11,541 | 5 | 2,962 | 8 | 477 | 1 | 232 | 1 | 202 | 7 | 743 | 4 | 379 | 4 |
| Rural Medium | 37,224 | 10 | 27,172 | 11 | 3,262 | 9 | 3,028 | 9 | 911 | 3 | 592 | 19 | 1,500 | 8 | 759 | 8 |
| Rural Large | 131,179 | 35 | 103,395 | 43 | 9,202 | 26 | 6,342 | 14 | 3,554 | 17 | 1,366 | 44 | 5,240 | 26 | 2,080 | 22 |
| Rural Total | 184,939 | 50 | 142,108 | 59 | 15,426 | 43 | 9,847 | 25 | 4,697 | 21 | 2,160 | 70 | 7,483 | 38 | 3,218 | 34 |
| Suburban Small | 3,838 | 1 | 2,547 | 1 | 278 | 1 | 173 | 1 | 161 | 1 | 18 | 1 | 225 | 1 | 436 | 5 |
| Suburban Medium | 9,909 | 3 | 7,242 | 3 | 914 | 3 | 590 | 2 | 433 | 2 | 54 | 2 | 463 | 2 | 213 | 2 |
| Suburban Large | 83,147 | 23 | 51,632 | 21 | 8,512 | 24 | 8,344 | 24 | 6,415 | 31 | 413 | 13 | 5,117 | 26 | 2,714 | 28 |
| Suburban Total | 96,894 | 26 | 61,421 | 25 | 9,704 | 27 | 9,107 | 27 | 7,009 | 34 | 485 | 16 | 5,805 | 29 | 3,363 | 35 |
| Urban Small | 719 | 0 | 279 | 0 | 320 | 1 | 74 | 0 | 21 | 0 | 3 | 0 | 21 | 0 | 1 | 0 |
| Urban Medium | 10,872 | 3 | 6,586 | 3 | 2,351 | 7 | 314 | 1 | 357 | 2 | 63 | 2 | 960 | 5 | 241 | 3 |
| Urban Large | 72,235 | 20 | 31,767 | 13 | 8,120 | 23 | 14,967 | 44 | 8,719 | 42 | 386 | 12 | 5,531 | 28 | 2,745 | 29 |
| Urban Total | 83,826 | 23 | 38,632 | 16 | 10,791 | 30 | 15,355 | 45 | 9,097 | 44 | 452 | 15 | 6,512 | 33 | 2,987 | 31 |
| Total | 365,659 | 100 | 242,161 | 100 | 35,921 | 100 | 34,309 | 100 | 20,803 | 100 | 3,097 | 100 | 19,800 | 100 | 9,568 | 100 |
| Rural Small | 100% | | 70% | | 18% | | 3% | | 1% | | 1% | | 4% | | 2% | |
| Rural Medium | 100% | | 73% | | 9% | | 8% | | 2% | | 2% | | 4% | | 2% | |
| Rural Large | 100% | | 80% | | 7% | | 4% | | 3% | | 1% | | 4% | | 2% | |
| Rural Total | 100% | | 78% | | 8% | | 5% | | 2% | | 1% | | 4% | | 2% | |
| Suburban Small | 100% | | 66% | | 7% | | 5% | | 4% | | 0% | | 6% | | 11% | |
| Suburban Medium | 100% | | 73% | | 9% | | 6% | | 4% | | 1% | | 5% | | 2% | |
| Suburban Large | 100% | | 62% | | 10% | | 10% | | 8% | | 0% | | 6% | | 3% | |
| Suburban Total | 100% | | 63% | | 10% | | 9% | | 7% | | 1% | | 6% | | 3% | |
| Urban Small | 100% | | 39% | | 45% | | 10% | | 3% | | 0% | | 3% | | 0% | |
| Urban Medium | 100% | | 61% | | 22% | | 3% | | 3% | | 1% | | 9% | | 2% | |
| Urban Large | 100% | | 44% | | 11% | | 21% | | 12% | | 1% | | 8% | | 4% | |
| Urban Total | 100% | | 46% | | 13% | | 18% | | 11% | | 1% | | 8% | | 4% | |
| Total | 100% | | 67% | | 10% | | 9% | | 6% | | 1% | | 5% | | 3% | |

Data Source: NCES/IPEDS, Completions Survey; 2006-07
Percentages may not total 100 due to rounding

Table 12 shows student financial aid data separated by students receiving any financial aid, federal grant aid, state/local aid, institutional aid, and student loans. As shown in Table 12, Larger Programs have approximately 188,198 or 75% of the 251,660 students in the 2006 financial aid cohort receiving some form of financial aid, with 76,074 or 30% getting federal grant aid, 100,229 or 40% getting state/local aid, 68,060 or 27% with institutional aid, and 109,186 or 43% taking loans. Medium Programs show 47,857 or 80% of the 60,122 students getting some form of financial aid, with 19,328 or 32% getting federal grant aid, 20,452 or 34% getting state/local aid, 19,513 or 32% with institutional aid, and a startling 30,095 or 50% taking loans. Finally, Smaller Program institutions show 17,308 or 83% of the 20,903 students getting any financial aid, with 7,855 or 38% getting federal grant aid, 7,672 or 37% getting state/local aid, 7,197 or 34% with institutional aid, and a massive 11,709 or 56% taking student loans. Table 12 further showcases the dominance of the Larger Program institutions within the public master's universe. Of the 332,685 students included in the 2006-07 student financial aid cohort study, 251,660 or 76% were enrolled in Larger Program institutions, with 60,122 or 18% in Medium, and 20,903 or 6% in Smaller Programs. Interestingly, of all the loans taken by students in public master's institutions, 109,186 or 72% were taken by students at Larger Programs, with just 30,095 or 20% at Medium and, 11,709 or 8% at Smaller Programs.

Table 12

Student Financial Aid for First-Time, Full-Time Degree/Certificate Seeking Undergraduates at Public Master's Colleges and Universities

2006-07, Expressed in Numbers and Percentages

2005 Carnegie Basic Classification
 Master's Colleges and Universities:

| Type of Program | Number of Students in Fall Cohort | | Received Any Financial Aid | | Received Federal Grant Aid | | Received State/Local Aid | | Received Institutional Aid | | Incurred Student Loan Debt | |
|-----------------|-----------------------------------|-------------|----------------------------|-------------|----------------------------|-------------|--------------------------|-------------|----------------------------|-------------|----------------------------|-------------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Smaller | 20,903 | 6 | 17,308 | 7 | 7,855 | 8 | 7,672 | 6 | 7,197 | 8 | 11,709 | 8 |
| Medium | 60,122 | 18 | 47,857 | 19 | 19,328 | 19 | 20,452 | 16 | 19,513 | 21 | 30,095 | 20 |
| Larger | 251,660 | 76 | 188,198 | 74 | 76,074 | 74 | 100,229 | 78 | 68,060 | 72 | 109,186 | 72 |
| Total | 332,685 | 100% | 253,363 | 100% | 103,257 | 100% | 128,353 | 100% | 94,770 | 100% | 150,990 | 100% |

| | | | | | | |
|--------------|-------------|------------|------------|------------|------------|------------|
| Smaller | 100% | 83% | 38% | 37% | 34% | 56% |
| Medium | 100% | 80% | 32% | 34% | 32% | 50% |
| Larger | 100% | 75% | 30% | 40% | 27% | 43% |
| Total | 100% | 76% | 31% | 39% | 28% | 45% |

Data Source: NCES/IPEDS, Student Financial Aid Survey; 2006-07
 Percentages may not total 100 due to rounding

Table 13 represents the student financial aid data shown in Table 12 using the geographically-based classification system. Table 13 shows a very troubling trend. Across all three geographical subclasses (rural, suburban, and urban), there were 332,685 students in the first-time/full-time degree-seeking fall 2006 student financial aid cohort study. Of these 332,685 students, 150,990 or 46% incurred student loans. As indicated in Table 13, students at urban-serving institutions incurred student loans, with 23,669 or 35% of the 67,197 students needing student loans. However, despite the 35% of all urban-serving students, the Urban-Medium institutions show that 4,565 or 50% of their 9,134 students had student loans. The suburban-serving sector, with 32,570 or 43% of their 75,923 students incurred loans. Both the Suburban-Small and Suburban-Medium institutions show that 54% of their students had student loans. In total, the rural-serving institutions show that 94,751 or 51% of their 189,565 students incurred loans. Both the Rural-Medium and Rural-Large institutions show that 50% of their students were taking student loans. The Rural-Small institutions show that of the 18,214 students in the cohort, 10,481 were taking student loans; this is a jaw-dropping 58% of students taking student loans. Table 13 further reveals that a massive 94,751 or 63% of all 150,990 student loans needed by students at public master's institutions were taken by students at rural-serving institutions. In fact, Rural Large institutions accounted for 64,080 or 42% of all the loans taken by students in academic year 2006-07. Again, the geographically-based classification system provides for a much more precise manner in which to study this issue at Master's Colleges and Universities.

Table 13

Student Financial Aid for First-Time, Full-Time Degree/Certificate Seeking Undergraduates at Public Master's Colleges and Universities

by Geographical Reclassification: 2006-07, Expressed in Numbers and Percentages

| | Number of Students in Fall Cohort | | Received Any Financial Aid | | Received Federal Grant Aid | | Received State/Local Aid | | Received Institutional Aid | | Incurred Student Loan Debt | |
|-----------------|--------------------------------------|-----|-------------------------------|-----|-------------------------------|-----|-----------------------------|-----|-------------------------------|-----|-------------------------------|-----|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Rural Small | 18,214 | 5 | 15,479 | 6 | 6,917 | 7 | 6,739 | 5 | 6,745 | 7 | 10,481 | 7 |
| Rural Medium | 41,088 | 12 | 33,538 | 13 | 13,347 | 13 | 14,608 | 11 | 15,205 | 16 | 20,190 | 13 |
| Rural Large | 130,263 | 39 | 98,453 | 38 | 35,450 | 33 | 46,201 | 35 | 35,883 | 38 | 64,080 | 42 |
| Rural Total | 189,565 | 56 | 147,470 | 58 | 55,714 | 52 | 67,548 | 52 | 57,833 | 61 | 94,751 | 63 |
| Suburban Small | 1,196 | 0 | 877 | 0 | 342 | 0 | 386 | 0 | 265 | 0 | 644 | 0 |
| Suburban Medium | 9,900 | 3 | 7,147 | 3 | 2,695 | 3 | 2,686 | 2 | 1,881 | 2 | 5,340 | 4 |
| Suburban Large | 64,827 | 19 | 49,032 | 19 | 18,367 | 18 | 30,001 | 23 | 17,093 | 18 | 26,586 | 18 |
| Suburban Total | 75,923 | 23 | 57,056 | 23 | 21,404 | 21 | 33,073 | 26 | 19,239 | 20 | 32,570 | 22 |
| Urban Small | 1,493 | 0 | 952 | 0 | 596 | 1 | 547 | 0 | 187 | 0 | 584 | 0 |
| Urban Medium | 9,134 | 3 | 7,172 | 3 | 3,286 | 3 | 3,158 | 2 | 2,427 | 3 | 4,565 | 3 |
| Urban Large | 56,570 | 17 | 40,713 | 16 | 22,257 | 22 | 24,027 | 19 | 15,084 | 16 | 18,520 | 12 |
| Urban Total | 67,197 | 20 | 48,837 | 19 | 26,139 | 25 | 27,732 | 22 | 17,698 | 19 | 23,669 | 16 |
| Total | 332,685 | 100 | 253,363 | 100 | 103,257 | 100 | 128,353 | 100 | 94,770 | 100 | 150,990 | 100 |
| Rural Small | 100% | | 85% | | 38% | | 37% | | 37% | | 58% | |
| Rural Medium | 100% | | 82% | | 32% | | 36% | | 37% | | 50% | |
| Rural Large | 100% | | 76% | | 27% | | 35% | | 28% | | 50% | |
| Rural Total | 100% | | 78% | | 29% | | 36% | | 31% | | 51% | |
| Suburban Small | 100% | | 73% | | 29% | | 32% | | 22% | | 54% | |
| Suburban Medium | 100% | | 72% | | 27% | | 27% | | 19% | | 54% | |
| Suburban Large | 100% | | 76% | | 28% | | 46% | | 26% | | 41% | |
| Suburban Total | 100% | | 75% | | 28% | | 44% | | 25% | | 43% | |
| Urban Small | 100% | | 64% | | 40% | | 37% | | 13% | | 39% | |
| Urban Medium | 100% | | 79% | | 36% | | 35% | | 27% | | 50% | |
| Urban Large | 100% | | 72% | | 39% | | 42% | | 27% | | 33% | |
| Urban Total | 100% | | 73% | | 39% | | 41% | | 26% | | 35% | |
| Total | 100% | | 76% | | 31% | | 39% | | 29% | | 46% | |

Data Source: NCES/IPEDS; Student Financial Aid Survey; 2006-07

Percentages may not total 100 due to rounding

As indicated in Table 14, the average amount of federal grant aid awarded to students during academic year 2006-07 at public Master's Colleges and Universities—Larger Programs was \$3,118, while the average loan at these same institutions was \$3,675, a difference of \$557. The average amount of federal grant aid awarded to students at Medium Program institutions was \$3,214, while the average loan amount was \$3,813, a difference of \$599. Lastly, the average federal grant aid awarded at Smaller Program institutions was \$3,224, while the average loan amount was \$4,400, a difference of \$1,176. In total, students at publicly-controlled Master's Colleges and Universities are taking out loans of about \$3,962, while getting federal grant aid of approximately \$3,185. In short, students at these institutions are taking out loans that exceed the average federal grant aid awarded by approximately \$777.

As depicted in Table 14, the overall percentage of financial aid amounts awarded to students comes in the form of student loans. All three subclasses of Master's Colleges and Universities have loans as the single highest average of financial aid awards. Student loans at Larger Programs account for approximately 31% of the sum total of financial aid award amounts, while accounting for 31% at Medium Programs and 35% at Smaller Programs. In total, 32% of a student's financial aid award package at public Master's Colleges and Universities is coming in the form of student loans. On balance, higher average amounts of student loans incurred exist across all geographic levels with larger percentages of students incurring student loan debt.

Table 14
Student Financial Aid for First-Time, Full-Time Degree/Certificate Seeking Undergraduates at Master's Colleges and Universities: Average Award Amounts 2006-07, Expressed in Dollars

2005 Carnegie Basic Classification of
 Master's Colleges and Universities:

| Type of Program | Average Amount of Federal Grant Aid Awarded | Average Amount of State/Local Aid Awarded | Average Amount of Institutional Aid Awarded | Average Amount of Student Loan Debt Incurred |
|-----------------------|---|---|---|--|
| | No. | No. | No. | No. |
| Smaller | \$3,224 | \$2,499 | \$2,521 | \$4,400 |
| Medium | \$3,214 | \$2,489 | \$2,694 | \$3,813 |
| Larger | \$3,118 | \$2,422 | \$2,652 | \$3,675 |
| Average Total Amounts | \$3,185 | \$2,470 | \$2,622 | \$3,962 |

Data Source: NCES/IPEDS, Student Financial Aid Survey; 2006-07

Table 15 shows the average award amounts of student financial aid by federal grant aid, state/local aide, institutional aid, and student loans using the geographically-based classification system. Every category of institutions shows a larger average student loan amount than federal grant aid amount. Again, the rural-serving sector appears to fair the worst. Students at rural-serving institutions are taking out loans that average \$4,059, while getting federal grant aid that averages \$3,222. This means that these students are taking out loans that exceed their federal grant aid awards by \$837. Students at Rural-Small institutions are taking out loans that average \$4,414, while getting federal grant aid that averages \$3,189. This is a difference of \$1,225. In total, the students at rural-serving institutions have approximately 33% of the sum total of their financial aid coming in the form of student loans. The suburban-serving sector fairs very similarly with students taking out loans that average \$4,097, while getting federal grant aid of \$3,300. This is a difference between student loans and federal grant aid of \$797. The Suburban-Small institutions show discrepancies between average federal grant aid and student loans. Student loans at Suburban-Small institutions average \$4,474, while federal grant aid averages \$3,330, a difference of \$1,144. The urban-serving institutions show an average loan amount of \$3,878, while the average federal grant aid is \$3,362, a difference of \$516. Moreover, the Urban-Medium institutions show the average federal grant aid to be \$3,109 and the average student loan to be \$4,175, a difference of \$1,066. As indicated in Table 15, both the suburban-serving and urban-serving sectors have approximately 30% of student's financial aid award packages coming in the form of student loans, with the rural-serving sector showing 33% in student loans. As evident in Table 15, the geographically-based classification system shows larger percentage differences of state/local aid, institutional aid, and student loans than do the existing Carnegie classifications.

Table 15

Student Financial Aid for First-Time, Full-Time Degree/Certificate Seeking Undergraduates at Public Master's Colleges and Universities by Geographical Reclassification: 2006-07, Average Award Amounts Expressed in Dollars

| | Average Amount of Federal Grant Aid Awarded | Average Amount of State/Local Aid Awarded | Average Amount of Institutional Aid Awarded | Average Amount of Student Loan Debt Incurred |
|-----------------|--|--|---|--|
| | No. | No. | No. | No. |
| Rural Small | \$3,189 | \$2,286 | \$2,401 | \$4,414 |
| Rural Medium | \$3,271 | \$2,416 | \$2,584 | \$3,770 |
| Rural Large | \$3,207 | \$2,393 | \$2,472 | \$3,994 |
| Rural Total | \$3,222 | \$2,365 | \$2,486 | \$4,059 |
| Suburban Small | \$3,330 | \$3,911 | \$3,597 | \$4,474 |
| Suburban Medium | \$3,365 | \$2,871 | \$3,046 | \$3,962 |
| Suburban Large | \$3,204 | \$2,667 | \$3,064 | \$3,856 |
| Suburban Total | \$3,300 | \$3,150 | \$3,236 | \$4,097 |
| Urban Small | \$3,521 | \$3,147 | \$2,469 | \$4,099 |
| Urban Medium | \$3,109 | \$2,595 | \$3,302 | \$4,175 |
| Urban Large | \$3,457 | \$2,754 | \$3,357 | \$3,360 |
| Urban Total | \$3,362 | \$2,832 | \$3,043 | \$3,878 |
| Total | \$3,295 | \$2,782 | \$2,922 | \$4,011 |

Data Source: NCES/IPEDS, Student Financial Aid Survey; 2006-07

Summary

While the descriptive data analyzed using the existing Carnegie classification language of small, medium, and large shown in the tables presented above tells us some about students attending publicly-controlled Carnegie classified Master's Colleges and Universities, the data tables using the geographically-based classification system seem to tell a much more descriptive story. The geographically-based classification system developed in this study provides a more accurate and precise manner by which to study Master's Colleges and Universities.

The data shown in this chapter reveal both interesting and disturbing patterns. The data very clearly indicate that many public master's institutions across all sectors (rural, suburban, and urban) and sizes (small, medium, and large) enroll and graduate significant numbers of minority students. Despite these positive outcomes, however, disturbing patterns emerge. Students at public Master's Colleges and Universities incur higher levels of debt to attend and complete college. In no sector is this more pronounced than within the rural-serving sector. For example, 10,454 or 58% of the 18,214 students included the academic year 2006-07 student financial aid cohort attending a Rural-Small institution were required to incur student loans. While the Master's Colleges and Universities sector of higher education may well be an access sector, it too is a sector suffering from increasing costs and higher student loan indebtedness.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

Introduction

This study proposes a geographically-based classification scheme for the 266 publicly-controlled Master's Colleges and Universities that are a part of the 2005 Basic Classification of Institutions of Higher Education published by the Carnegie Foundation for the Advancement of Teaching. Since 1973, Carnegie has classified all accredited/degree-granting institutions in the United States. While the 2005 Carnegie Basic Classification has 33 subclasses, the classes can be described using six broad categories: (1) Doctorate-granting Universities, (2) Master's Colleges and Universities, (3) Baccalaureate Colleges, (4) Associate's Colleges, (5) Special Focus Institutions, and (6) Tribal Colleges. As noted throughout the previous chapters, this study had as its primary interest the publicly-controlled Master's Colleges and Universities sector. The Master's sector is sub classified into three subclasses: Large, Medium, or Small. An institution is defined as a Master's institution if that institution is not identified as a Special Focus Institution or Tribal College, and awards a minimum of 50 master's degrees and fewer than 20 doctoral degrees (Carnegie Foundation for the Advancement of Teaching, 2009c). A Master's institution awarding 200 or more master's degrees is considered Large, while institutions awarding between 100-199 master's degrees are Medium, and institutions awarding 50-99 master's degrees are considered Small (Carnegie Foundation for the Advancement of Teaching, 2009b).

One major reason for classifying the Master's sector using a geographically-based system is that Carnegie already uses a geographical system to classify the Associate's Colleges sector.

Based upon the work of Katsinas, Hardy, and Lacey (2005), Carnegie's 2005 Basic Classification categories for the first time classified the Associate's Colleges sector geographically, by rural-serving, urban-serving, and suburban-serving, which allows separation and institutional comparison based upon geography. Using the appropriate Carnegie classification, community college researchers may now access the appropriate federal data sets via the US Department of Education's/National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS). This geographically-based classification system has allowed community college researchers to study institutions with greater precision. Given that such a system has worked well for the Associate's Colleges sector, and that the Master's sector has much in common with the Associate's sector (Dunham, 1969; Ostar, 1991; Katsinas, 2009), it seems entirely reasonable to conclude that such a system would benefit the Master's sector as well.

In an attempt to create a geographically-based classification scheme, this study began with the existing 266 publicly-controlled colleges and universities in the existing 2005 Carnegie Basic Classification universe. Each of the 266 institutions were classified geographically in a manner consistent with the geographically-based classification of the Associate's College sector developed by Katsinas, Hardy, and Lacey (2005) for the Carnegie Foundation, which was included in the 2005 Basic Classification. To test to see if the proposed geographically-based classification of the Master's sector would allow researchers, practitioners, and policymakers to observe differences, selected key characteristics of these institutions were tested. The selected characteristics described in this study were number of bachelor's degrees awarded, student race and ethnicity, student financial aid, and student loan indebtedness. While these selected characteristics do not provide an exhaustive description of these institutions, these characteristics

are typical measures used to describe access-oriented institutions. Much like the Associate's Colleges sector, the Master's sector serves an access function (Katsinas, 2009). More specifically, an examination of the number of bachelor's degrees awarded can inform research on the sector by showing the number and race/ethnicity of graduates. No serious scholar could deny that a major function of any college or university, be they Doctoral-granting, Master's level, or Baccalaureate, is undergraduate education. In addition, it is rather well-documented that there is an achievement gap that exists that often negatively impacts minority students. Given this, an examination of degree attainment by race/ethnicity seems entirely appropriate. Finally, student financial aid and student loan indebtedness are two issues that continue to permeate all discussions of higher education. It makes very little sense to examine an access sector without examining student aid and loans. As repeatedly shown in Chapter 4, student financial aid and student loan indebtedness are major issues of concern for the Master's sector.

Access to higher education has long been an issue of concern to researchers and policy-makers. Among sectors of higher education, community colleges have long been associated with access; however they are not the only sector to be historically access-oriented. The sector of higher education classified by the Carnegie Foundation for the Advancement of Teaching as Master's Colleges and Universities are to the four-year sector of higher education what community colleges are to all of higher education—an access point. Katsinas (2009) recently argued that if the ambitious higher education goals of the Obama administration are to be reached, then Master's Colleges and Universities must begin to be seen as access institutions. Reed and Alexander (2009) suggest that it is the Master's Colleges and Universities that have long been serving low-income, minority, and first-generation students with little to no assistance given to them for their long-standing commitment to such students.

Some argue that students should bear the greatest financial responsibility in financing his/her higher education because it is they who benefit the most from attending. The current economic conditions of the United States along with the drastic numbers of students incurring student loan debt suggest a change in the financial aid system is needed. While many argue that the high tuition/high student aid model is effective, it has not delivered America's promise of higher education to the neediest in society. In fact, as Hearn (2001) argued, the increase in the costs of tuition have a major impact on low-income, minority, and underrepresented students—i.e. the exact kind of student served by one of the 266 publicly-controlled Carnegie classified Master's Colleges and Universities. As Hearn noted, "there is something embedded in socioeconomic status that distinctively influences postsecondary enrollment" (p. 444).

Using the data that were shown in Chapter 4, this chapter pinpoints the critical findings of this study and attempts to illuminate the areas of greatest concern. Discussion and recommendations will be offered and future studies suggested. Finally, this chapter will end with some concluding thoughts about the current study and its importance and relevance to higher education in the 21st century.

A Comparison of the Current and Proposed Classification Schema

Perhaps the best method to illustrate the benefits of the proposed geographically-based classification scheme put forth in this study is to compare and contrast two institutions. Take, for example, California State University (CSU)—Long Beach, an Urban-Large institution, compared to Francis Marion University (FMU), a Rural-Small institution located in Florence, SC. Under the current Carnegie classification system, CSU—Long Beach is Large, while the classification for FMU is Small. Total undergraduate enrollments at CSU-Long Beach in the 2006-07 academic year totaled 32,921, while total undergraduate enrollments at FMU totaled 3,880.

These two institutions, both classified by the Carnegie Foundation for the Advancement of Teaching as Master's institutions, are strikingly different. In addition to serving greatly different numbers of students, student race/ethnicity is also an important factor. Data reported to NCES/IPEDS for the 2006-07 academic year indicate that of the 32,921 undergraduate students at CSU—Long Beach 32% were White students, 6% Black, 26% Hispanic, 23% Asian/Pacific Islander, 1% American Indian/Alaskan Native, 9% Race Unknown, and 5% Non-resident Alien. Thus, CSU—Long Beach is a majority-minority institution, with a total percentage minority enrollment of 68%. In contrast, FMU enrolled 3,880 students with 50% White, 43% Black, 1% Hispanic, 1% Asian/Pacific Islander, 1% American Indian/Alaskan Native, 3% Race Unknown, and 1% Non-resident Alien. It appears clear that these two institutional types serve different kinds of students. Interestingly, FMU, a Rural-Small institution, serves a larger percentage of Black students than CSU—Long Beach, while CSU—Long Beach serves a much larger percentage of Hispanic and Asian/Pacific Islander students. In both cases, the enrollments reflect the diversity found in the nearby population, in that 96% of the CSU—Long Beach student population comes from within the State of California (College Portrait of Undergraduate Education, 2009a), while 95% of the FMU enrollment comes from within the State of South Carolina (College Portrait of Undergraduate Education, 2009b). These marked differences demonstrate the usefulness of the geographically-based classification system proposed in this study. Further comparisons of institutions within each subclass would almost certainly illuminate very similar and striking differences.

While the enrollment figures noted above are interesting, a comparison of the two institutions based upon bachelor's degrees awarded is even more striking. Again, based upon data reported to NCES/IPEDS, CSU—Long Beach awarded 6,535 bachelor's degrees in the

2006-07 academic year, with 36% going to White students, 5% Black, 23% Hispanic, 20% Asian/Pacific Islander, 1% American Indian/Alaskan Native, 11% Race Unknown, and 5% Non-resident Alien. In contrast, FMU awarded 551 bachelor's degrees in 2006-07, with 59% going to White students, 34% Black, 1% Hispanic, 0% Asian/Pacific Islander, 0% American Indian/Alaskan Native, 2% Race Unknown, and 2% Non-resident Alien.

A third characteristic that illuminates the vast differences existing across the various subclasses of the Master's sector of higher education is in the arena of student financial aid. As reported to NCES/IPEDS in the 2006-07 academic year, CSU—Long Beach had 4,334 first-time/full-time degree-seeking students in the fall cohort, with 2,377 or 55% receiving any financial aid, 1,457 or 34% getting federal aid, 1,270 or 29% with state/local aid, 1,390 or 32% receiving institutional aid, and 950 or 22% incurring student loan debt. In contrast, FMU had 797 students in the fall cohort, with 718 or 90% receiving any financial aid, 310 or 39% getting federal aid, 589 or 74% with state/local aid, 137 or 17% receiving institutional aid, and 465 or 58% incurring student loan debt.

The average amount of federal grant aid awarded at CSU—Long Beach during the 2006-07 academic year was \$3,729, while the average amount of state/local aid awarded was \$1,955, the average amount of institutional aid awarded was \$2,887, and the average student loan debt reported was \$2,992. In contrast, FMU saw average federal grant aid of \$3,842, an average state/local aid of \$4,278, an average institutional aid of \$3,274, and an average student loan debt incurred of a whopping \$5,480. Put differently, the average student loan debt incurred by undergraduate students at FMU of \$5,480 was \$2,488 dollars or 45% higher than the average student loan debt incurred by undergraduate students at CSU—Long Beach in 2006-07.

Under the existing 2005 Carnegie Basic Classification of Master's Colleges and Universities, CSU—Long Beach is classified as a Larger institution, and FMU is classified as a Smaller institution. In contrast, the proposed classification scheme classifies CSU—Long Beach as one of the 33 Urban-Large Master's Colleges and Universities in the United States that in the 2006-07 academic year served a total of 474,791 undergraduate students, while FMU is classified as one of the 26 Rural-Small Master's Colleges and Universities in the proposed scheme that together serve a total of 127,691 students. While these two institutions do not necessarily represent the entire subclasses to which they belong, the comparison of the two institutions reveals a critically important point—Master's colleges *can* be classified using a geographically-based system, and that a geographically-based system tells us more about the characteristics of the students these institutions serve than the existing 2005 Carnegie Basic Classification nomenclature of Larger, Medium, and Smaller programs.

Under the current Carnegie nomenclature, since both CSU—Long Beach and FMU are Master's level institutions, it is entirely possible that a research might lump these two institutions together thinking that since they belong to the same sector that they are similar. The data shown above clearly indicate that this is not the case. If such striking differences can be observed in just these two institutions, it seems entirely reasonable to conclude that such differences may well exist all across the Master's sector of higher education. Given this, it seems entirely appropriate to conclude that the geographically-based classification scheme put forth in this study is a much more precise method by which to illuminate, study, and discuss diversity and issues facing the public Master's sector.

If the data presented above were not convincing, consider the enrollment profiles of CSU—Long Beach and Western Carolina University (WCU) located in Cullowhee, NC. Under

the existing Carnegie classification language, both of these institutions are classified as Master's—Large institutions. While CSU—Long Beach had 32,921 undergraduate students in the 2006-07 academic year, WCU had 8,046. Of the 32,921 undergraduate students at CSU—Long Beach, 32% were White, 6% Black, 26% Hispanic, and 23% Asian. In contrast, of the 8,046 undergraduate students at WCU, 85% were White, 5% Black, 1% Hispanic, and 1% Asian. Under the existing Carnegie classification system, these two institutions *are* grouped in the same classification subclass. It seems rather clear from these data that the geographically-based classification system proposed in this study reduces error in making comparisons among Master's institutions.

Findings

1. A geographically-based classification system is possible for the 266 publicly-controlled Master's Colleges and Universities. The publicly-controlled Carnegie classified Master's Colleges and Universities can be classified as 61% rural-serving, 21% suburban-serving, and 17% urban-serving. This finding is based upon the classification work described in Chapter 3 of this study. A complete listing of how the public master's institutional universe of higher education breaks down across geographical classification (rural-serving, suburban-serving, and urban-serving) can be found in Appendix B.

According to the proposed geographic classifications, of the 2,507,879 undergraduate students enrolled at the 266 public Master's institutions in academic year 2006-07, 1,279,177 or 51% were enrolled at the 163 rural-serving institution, while 633,165 or 25% were enrolled at the 56 suburban-serving institution, and 595,537 or 24% were enrolled at the 46 urban-serving institution. Interestingly, the largest single enrollment figure can be found at Rural-Large institutions, with 873,757 students enrolled or approximately 35% of the entire undergraduate

enrollment at public Master's institutions. In contrast, the existing 2005 Carnegie Basic Classification nomenclature shows 1,894,666 or 76% at Larger Program institutions, 443,570 or 18% at Medium Program institutions, and 169,643 or 7% at Smaller Program institutions.

This study is the first major study to attempt to use geographically-based classification system for Master's Colleges and Universities. To date, no other study has attempted to showcase the vast diversity within this sector of higher education, nor has any other study attempted to document the enrollment numbers, degrees awarded, student financial aid, and student loan indebtedness issues at this type of institution. While community colleges have a long-standing stigma of being the least studied sector of higher education, it may well be that the Master's institutions receive less scholarly attention.

2. Significant differences exist across all three geographical types by enrollment size, bachelor's degrees awarded, and student race and ethnicity. Approximately 61% of 2,507,879 undergraduate students enrolled in public Master's institutions in academic year 2006-07 were White, with 13% Black, and 11% Hispanic. The geographical classifications developed in this study illuminate racial and ethnicity diversity. For example, nearly 21% or 27,382 of the students at Rural-Small institutions were Black students, while nearly 9,976 or 57% of the student enrollments at Urban-Small institutions were Black students. Moreover, 32,913 or 12% of the total enrollments at Rural-Medium institutions were Hispanic students, while 105,791 or 22% of the enrollments at Urban-Large institutions were Hispanic students. Nearly 44% or 148,005 of the entire Black enrollment at public Master's institutions were enrolled at rural-serving institutions, while 110,927 or 42% of the entire Hispanic enrollment were at urban-serving institutions.

While the enrollments at public master's institutions are diverse, these institutions appear to have a rather solid record of graduating diverse student populations. For example, 45% of the degrees awarded at Urban-Small institutions were awarded to Black students, while 21% of the degrees awarded at Urban-Large institutions were awarded to Hispanic students. Additionally, 43% of all the degrees awarded to Black students were awarded at rural-serving institutions, while 45% of all the degrees awarded to Hispanic students came from urban-serving institutions.

4. Significant differences exist across all three geographical areas with respect to student financial aid and student loan indebtedness. Student loans represent the single largest category of all financial aid awards across all three geographical types of public master's institutions. In total, nearly 45% of all students enrolled in a public master's institution require student loans to finance their educations. Urban-serving institutions seem to fair the best, with only 35% of students at urban-serving institutions incurring student loans. This is not the case, however, for students attending suburban-serving and rural-serving institutions. Suburban-serving institutions show that 43% of all students take out student loans, while a whopping 51% of students at rural-serving institutions take out student loans. Perhaps the more disturbing fact is that the average student loan, across all three geographical classes (rural-serving, suburban-serving, and urban-serving) is \$4,011.

Student loan indebtedness can put students in positions of extreme stress. Take, for example, a student at a rural-serving institution, where the average loan amount is \$4,059. Assuming that the average student maintains this level of loan need and that the cost of attendance remains relatively constant, this would produce a total indebtedness of \$16,236 over four years. In light of the often slow to depressed economic conditions in some rural areas, this level of indebtedness may well be too much to overcome. At the very least, such levels of

indebtedness may well force talented, well-educated students from rural places to search elsewhere for post-graduation employment. A worst case scenario could see a student fail to graduate and still be burdened with significant student loan debt. As noted in both Chapters 1 and 2, AASCU-type institutions, such as the ones describe in this study, pride themselves on their service to underserved student populations. One such underserved population is first-generation students, and Ishitani (2006) notes that first-generation student dropout rates increased slightly between the third and fourth years of college. Given this finding and the findings noted above, it is entirely possible that a student could drop-out of college with nearly \$16,000 of student loans and no degree in hand. These students would be left with all the debt and none of the educational benefits. This important issue illuminated by geographically based classifications clearly deserves further study.

Conclusions

1. The Carnegie Foundation for the Advancement of Teaching should give serious consideration to instituting a geographically-based classification system proposed in this study during its 2010 classification update. As repeatedly documented in the series of data tables presented in Chapter 4 of this study, the geographically-based classification system is a much more precise method to study and document the diversity within Master's Colleges and Universities. Significant differences by institutional type were found when analyzing enrollment, degrees awarded, student financial aid, and student loan indebtedness data. There is reason to assume other differences would be found if other IPEDS data sets were subjected to similar analysis. The classification system put forth in this study may well aid scholars and practitioners alike as they attempt to study and fully understand this important sector of higher education. This study shows significant differences by race and ethnicity among students enrolled and degrees

awarded when the Master's Colleges and Universities sector is analyzed by geography. If policymakers wish to close the well documented achievement gap, a geographic classification scheme can be a useful, if not powerful tool for targeted aid and programs to improve policy and practice. As noted in Chapter 1 of this study, no thorough system by which to study Master's Colleges and Universities exists.

2. If the geographically-based classifications put forth in this study are published by the Carnegie Foundation for the Advancement of Teaching, the final classifications should consider including three subclasses for the rural-sector, and two subclasses each for the suburban and urban sectors. Within the rural-serving sector of the master's institutional universe, there are 161 institutions, with 26 belonging to the Rural-Small class, 46 belonging to the Rural-Medium class, and 91 belonging to the Rural-Large class. While the Rural-Large is clearly the largest, there are sufficient numbers of institutions in the other two classes to warrant having three subclasses within the rural-serving sector.

The suburban-serving sector has 56 institutions, with 3 institutions belonging to the Suburban-Small class, 12 belonging to the Suburban-Medium class, and 41 belonging to the Suburban-Large class. With the Suburban-Small class having only 3 institutions, it may prove beneficial to future studies to combine the Suburban-Small class with the Suburban-Medium class, thereby reducing the suburban-serving sector to 2 subclasses.

The urban-serving sector has 46 institutions, with 2 institutions belonging to the Urban-Small class, 11 belonging to the Urban-Medium class, and 33 belonging to the Urban-Large class. Much like the suburban-serving sector, it may be beneficial to future studies to combine the Urban-Small and Urban-Medium classes. The number of institutions in each of these respective categories is too small to warrant a stand alone category. As shown below in Table 16,

combining the two categories makes both the suburban-serving and urban-serving sector consistent, and provides a more populous subclass for the institutions belonging to these categories.

Table 16
Number of Institutions and Undergraduate Enrollments at Publicly-Controlled Master's Colleges and Universities by Modified Geographical Classification: 2006-07, Expressed in Numbers, Percentages, and Average Enrollments

| | Institutions | | Enrollments | | |
|------------------|--------------|---------|-------------|---------|---------|
| | Number | Percent | Number | Percent | Average |
| Rural Small | 26 | 10% | 127,691 | 5% | 4,911 |
| Rural Medium | 46 | 17% | 277,729 | 11% | 6,038 |
| Rural Large | 91 | 34% | 873,757 | 35% | 9,602 |
| Rural Total | 163 | 61% | 1,279,177 | 51% | 7,848 |
| Suburban Smaller | 15 | 6% | 87,047 | 3% | 5,803 |
| Suburban Larger | 41 | 15% | 546,118 | 22% | 13,320 |
| Suburban Total | 56 | 21% | 633,165 | 25% | 11,307 |
| Urban Smaller | 13 | 5% | 120,746 | 5% | 9,288 |
| Urban Larger | 33 | 12% | 474,791 | 19% | 14,388 |
| Urban Total | 46 | 17% | 595,537 | 24% | 12,946 |
| R, S, & U Total | 265 | 100% | 2,507,879 | 100% | 9,464 |
| Special Use | 1 | 0% | 0 | 0% | N/A |
| Total | 266 | 100% | 2,507,879 | 100% | 9,428 |

Data Source: NCES/IPEDS

Note: Percentages may not total 100 due to rounding

As noted in Chapter 4, the rural-serving sector of public master's institutions is the largest single sector within the master's universe, with 163 of the 266 institutions or 61% of the public master's universe. While these institutions account for 61% of the Master's universe, they possess about 50% of the undergraduate enrollments, while awarding approximately 50% of all the degrees conferred at public master's institutions in academic year 2006-07. Unfortunately, rural-serving institutions also account for 63% of all the student loans "awarded" to first-time/full-time undergraduate students at public master's institutions during 2006-07. As Katsinas (2009) has correctly noted, IPEDS reports student loans as financial aid awarded, when in fact

student loans are more accurately described as student debt. Students attending a Rural-Small institution post the highest percentage of student loan need, with 58% of the first-time/full-time undergraduate students at these institutions taking student loans. Despite this, the suburban-serving sector posts higher average loan amounts than the rural-sector. In total, the suburban-sector has an average loan amount of \$4,097. Even more alarming, institutions fitting into the Suburban-Small subclass show an average loan amount of \$4,474. While these institutions show an average loan amount of \$4,474, they show an average federal grant aid to students of just \$3,330. The average loan amount exceeds the average federal grant aid amount by \$1,144 or 36%. Sadly, this is too often the case at institutions all across the United States, as the U.S. continues to shift more and more of the responsible of higher education finance to students and families. The trend in declining public investment in higher education is rather long-standing. As the College Board (2007) reported, the maximum Pell Grant award in 1987-88 covered about 50% of the tuition charged at a public four-year institution, yet by 1997-98 the maximum award covered only 36% of the tuition charged. By academic year 2006-07, federal grant aid covered approximately 32% of the total tuition at a public four-year institution. When the federal grant aid program first began, the maximum awarded amount covered approximately 84% of the cost of public tuition. This massive shift in higher education finance has and will likely continue to impact students in what has unfortunately become a society dependent on loans and debt.

3. Publicly-controlled Carnegie classified Master's Colleges and Universities are serving as access-oriented institutions by serving and graduating many underrepresented student populations. As noted in the previous section, public master's institutions enroll and graduate a rather broad diversity of students. Hearn (2001) found that students from both high-income and low-income backgrounds had similar dreams about attending college. However, these dreams

may well remain dreams for a significant portion of low-income students. High-income, low-ability students and low-income, high-ability students attend college at similar rates. This greatly impacts the low-income student. This not only showcases the lower access to college for the low-income student, but also rewards the high-income student on the basis of circumstance. In addition to being shut out from higher education, low-income students are rarely exposed to the cultural and political exercises enjoyed by high-income students. High-income students not only get to attend college based upon their family's income, they also receive the benefits of cultural and political activities enjoyed by high-income families. Given this, being of high-ability and from a low-income family is worse than being of low-ability and from a high-income family.

Recommendations

Recommendations for Policy

1. The Carnegie Foundation for the Advancement of Teaching, with active participation by the American Association of State Colleges and Universities, should begin classifying Master's Colleges and Universities according to the geographically-based classification system put forth in this study. As noted below in Table 17, approximately 94% of the 266 publicly-controlled Master's Colleges and Universities are members of AASCU. With such a strong showing of institutions belonging to AASCU, it would seem inappropriate not to include the insights of AASCU as the classifications developed in this study are further analyzed and developed.

Table 17

Master's Colleges and Universities by Modified Geographical Reclassification, Institutions and American Association of State Colleges and Universities Membership

| | Institutions | | AASCU Membership | |
|------------------|--------------|---------|------------------|---------|
| | Number | Percent | Number | Percent |
| Rural Small | 26 | 10% | 25 | 96% |
| Rural Medium | 46 | 17% | 44 | 96% |
| Rural Large | 91 | 34% | 89 | 98% |
| Rural Total | 163 | 61% | 158 | 97% |
| Suburban Smaller | 15 | 6% | 13 | 87% |
| Suburban Larger | 41 | 15% | 38 | 93% |
| Suburban Total | 56 | 21% | 51 | 91% |
| Urban Smaller | 13 | 5% | 11 | 85% |
| Urban Larger | 33 | 12% | 30 | 91% |
| Urban Total | 46 | 17% | 41 | 89% |
| R, S, & U Total | 265 | 100% | 250 | 94% |
| Special Use | 1 | 0% | 0 | 0% |
| Total | 266 | 100% | 250 | 94% |

Data Source: NCES/IPEDS &
AASCU Membership Directory as of Sept. 2008

2. Master's Colleges and Universities are in need of a Title I type of financial aid. There is no shortage of information documenting the current economic and socio-political difficulties facing the future of higher education in the United States. Given these difficulties, many have begun to question the accessibility and affordability of a college education. Accessibility and affordability are perhaps the two most important issues facing the future of higher education in America. With this in mind, it is extremely important to examine the economic impacts that public support of higher education has in both individual and societal constructs. Beyond the economic impacts, support for higher education has a philosophical function as well. This philosophical function is best described as an investment in future opportunity.

It is a relatively stable American belief that future generations are to build upon the advancements of the previous generations. American cultural beliefs emphasize the importance

of personal and collective responsibility so that future generations are not adversely punished for the mistakes of the previous generation. Public investment in higher education is an investment in access and affordability that significantly contributes to the betterment of society and advances American perspectives into future generations.

It has been suggested that higher tuition is followed closely by higher amounts of student aid. This approach makes theoretical sense; however, it has remained largely unsupported by data. Mumper (2001) suggested that higher amounts of tuition do not reflect greater amounts of student aid. In fact, tuition has increased, in percentages, faster than the rates of inflation and wages (Toutkoushian, 2001). Moreover, the perceptual view of higher tuition is one of great concern. High tuition greatly impacts accessibility. Accessibility, or the degree to which higher education appears open to students, is a deeply perceptual construct. The most widely publicized cost of higher education is tuition. If tuition is high, public perception of accessibility will decrease. Few students are fully aware and knowledgeable of the array of financial aid options available. This is especially true for students from low-income backgrounds (Kane, 1999 as cited in Baum, 2001). Low-income students attend college with much less frequency than their middle and high-income counterparts. There is, however, an interesting phenomenon surrounding students from low-income backgrounds. Low-income families appear to be more willing to financially stretch and sacrifice to afford a college education than their middle and higher-income counterparts (Baum, 2001). Ironically, private institutions (which are clearly most expensive) are mostly comprised of middle and high-income students—the very ones who usually don't sacrifice for their educations. Furthermore, there seems to be a sense of entitlement surrounding many middle and high-income American families. This seems to suggest that lower-income families have more of an understanding of the liberating benefits of higher education.

Simply put, lower income families know that the alternative to a college education equates to a bleak economic outlook. Kane (1999) as cited in Baum (2001) as well as Paulsen (2001), explain that low-income students' decisions concerning higher education are more affected by increases in tuition than their middle and upper-income counterparts. This supports the notion that tuition is, at least perceptually, an access issue.

Federal Title I-like funding as proposed by Reed and Alexander (2009) would provide "specific flat capitation institutional grants" (n. p.) to institutions maintaining an enrollment of 20% Pell-eligible students. Such a program could have tremendously positive outcomes on the types of institutions described in this study. As Reed and Alexander noted, it has been community colleges and master's level institutions that have long accepted the burden of educating the underserved and underrepresented student populations. Such Title-I like funding might ease the financial burden felt by so many public institutions.

3. The U.S. Department of Education should begin collecting student financial aid data and student loan data on more than just first-time/full-time students. The Integrated Postsecondary Education Data System (IPEDS) is perhaps the most comprehensive data set available to higher education scholars and policymakers, yet the data reported to IPEDS are not as complete as they could be. For example, IPEDS collects financial aid data about first-time/full-time undergraduate students in the Student Financial Aid Cohort Study. While this study offers a great deal on information, it says nothing about students who are anything other than first-time/full-time. Since many students attend college on a part-time basis, it is entirely reasonable to conclude that a significant portion of the financial aid story is not being told. As noted in this study, many first-time/full-time undergraduate students are taking out student loans; yet, these data say nothing of the part-time students attending the very same institutions.

4. *Colleges and universities belonging to the classifications put forth in this study should fully and accurately report data to IPEDS and terminology should reflect reality.* The Integrated Post-Secondary Education Data System (IPEDS) is the most comprehensive source on which higher education scholars rely to access data about institutions. When institutions do not report data or when the data reported is inaccurate or incomplete, scholars have very little information upon which to base studies. Fortunately, the data reported in this study were complete and thorough; however, this is not always the case. Additionally, it may prove beneficial to altering the wording of the student financial aid cohort study within IPEDS. Currently, IPEDS reports student loan data as “loans awarded”, perhaps this should simply be reported as “loans accepted” or “loans incurred.”

Recommendations for Future Research

1. *While approximately 94% of the 266 publicly-controlled Master’s Colleges and Universities are members of AASCU, and reports that many of the students attending AASCU institutions are first-generation students, future studies should further explore and document this.* While Chapter 2 of this study described and documented some of the challenges faced by first-generation students, this study did not specifically report any findings directly aimed at first-generation student populations. While many have recognized the tendency for AASCU-type institutions to enroll first-generation students (Dunham, 1969; Harclerod & Ostar, 1987), no recently conducted research has fully documented this. A large national study of first-generation college students attending the type of institutions described in this study could shed light onto why so many first-generation students are drawn to AASCU-type colleges and universities. In light of the substantial enrollments—2.5 million—such a study is fully justified.

2. *Future studies should follow and document the number of students who transfer from community colleges to master's colleges.* Ostar (1991) suggested that community colleges and AASCU-type institutions were to two sectors of higher education providing service to most of America's students. While some studies have examined transfer, no study has specifically examined the transfer patterns of students from community colleges to Master's/AASCU-type institutions. Dunham (1969) spoke of this, yet no study in the last 40 years has fully explored the connections between the two institutional types.

3. *Future studies should examine the experiences of students at each type of rural-serving, suburban-serving, and urban-serving Master's institutions.* Based upon the data reported in this study, it is reasonable to conclude that students enrolled in the public Master's sector of higher education have different experiences and different needs based upon the geographical class of institution they attend. For example, we know that rural-serving institutions make up the largest number of public Master's institutions, while urban-serving institutions have the most diverse enrollments, and suburban-serving institutions have the highest average loans incurred. Beyond these findings, additional student experiences that can not be captured in studies such as this, are worthy of exploration. Perhaps a qualitative study examining a group of students from each geographical class (rural-serving, suburban-serving, and urban-serving) could be conducted that attempted to describe the rich and often overlooked experiences of students at these kinds of institutions.

4. *Future studies should apply the geographically-based classifications developed in this study to the private-not-for profit and private-for-profit institutions belonging to the Master's Colleges and Universities sector of higher education.* While it was important to document and showcase the greater precision that such a classification system can have, it is imperative that all

institutions belonging to the Master's Colleges and Universities sector be classified in a consistent manner. Future researchers may find the present study helpful in this endeavor, as Appendix A of this study lists all (public, private-not-for-profit, and private-for-profit) Master's Colleges and Universities with institutional location and zip code. Furthermore, future researchers may find it helpful to classify the Baccalaureate sector of the Carnegie universe using the same geographically-based classification system developed in this study.

5. Future studies should examine the graduate degrees awarded at Master's Colleges and Universities. Since Master's Colleges and Universities are classified by their graduate degree production, a close examination of this may prove beneficial to the overall understanding of diversity within Master's Colleges and Universities. Future researchers examining this issue may find it helpful to refer to Appendix D of this study, as it showcases brief data tables examining the graduate degree productions at Master's Colleges and Universities.

Closing Thoughts

It is important to understand that this study used 500,000 people as the population “cut-point” in determining geographical classification. As noted and thoroughly described in Chapter 3, institutions located within the boundaries of a Metropolitan Statistical Area (MSA) or Primary Metropolitan Statistical Area (PMSA) with less than 500,000 people were coded rural. While there is precedent for using this method (Carnegie Commission on Higher Education, 1971; Hardy, 2005), some institutions may be considered non rural using a different methodology. Two examples come to mind. First, The University of Tennessee at Chattanooga (UTC) is located within the parameters of the Chattanooga MSA, but Chattanooga has a total population of 465,161, thus this is a rural-serving institution. Despite this fact, UTC, as expressed on the university's webpage, considers itself to be “a national model for metropolitan universities” (n.

p.). Second, Sonoma State University in Rohnert Park, California is located within the Santa Rosa MSA, but Santa Rosa has a population of 458,614, which of course is below the 500,000 population needed to be considered as anything other than rural. In short, there are a few institutions included in this study that may consider themselves to be something other than the classifications put forth in this study; however, classifications are only useful if they are mutually exclusive—an institution can not belong to more than one class or subclass. If this study were to be duplicated using only slightly different methods, it is entirely possible that some institutions would be classified differently.

In closing, higher education has a long-standing and deeply rooted position within the American value system. Higher education has both individual and societal benefits. The individual benefits include mental liberation and an increased ability to compete in an increasingly competitive job market. College graduates are exposed to a wealth of ideas and hopefully develop advanced critical thinking skills that translate into greater employment opportunities. On the societal side, a college educated workforce contributes to society via greater community involvement, larger tax burdens, and greater productivity. An educated workforce also improves a community's ability to attract industry.

Expanding access to higher education should be the primary focus of policy (St. John, Asker, & Hu, 2001). If we are to err, we should err in favor of access. Access does not equal poor standards, nor does it equal misguided favoritism. Low-income students are significantly more likely to suffer from sticker shock and thus turn away from higher education. In short, the people who need access to higher education the most are the very ones that feel that it is beyond their reach. The American dream is for everyone. Unfortunately, the portion of the American dream that includes going to college seems to be in favor of middle and high-income families—

the very students that typical do not attend the kinds of institutions described in this study. If the philosophical beliefs of the American dream are to survive, the dream must be open to all.

The American higher education system is composed of several types of institutions. As noted above, all sectors of higher education to include community colleges and 4-year institutions serve varying roles and varying types of students. With access and affordability in mind, low-tuition is perhaps the most impactful issue on public higher education for prospective students. In no sector is this issue more important than for master's colleges, who serve a population of students that desperately needs resources. It is time for each state to have a vested interest in higher education. The students who are receiving financial support now, will be the nation's support in the future.

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APPENDIX A

ALL MASTER'S COLLEGES AND UNIVERSITIES BY TYPE, CARNEGIE
CLASSIFICATION AND HBCU STATUS

ALL MASTER'S COLLEGES AND UNIVERSITIES BY TYPE (PUBLIC, PRIVATE, PRIVATE-FOR PROFIT),
CARNEGIE CLASSIFICATION (LARGE, MEDIUM, SMALL), AND HBCU STATUS

Note: Each listing includes the following data from left to right:

Column 1: Institution's IPEDS UNIT ID

Column 2: Name of Institution

Column 3: City

Column 4: State

Column 5: Zip Code

Column 6: Sector (Public, Private, For Profit)

Column 7: HBCU (Yes or No)

Column 8: 2005 Carnegie Classification (Large, Medium, Small)

| Unit ID | Institution | City | State | ZIP | Sector | HBCU | 2005 Carnegie |
|---------|--|----------------|-------|-------|---------------|------|------------------|
| 222178 | Abilene Christian University | Abilene | TX | 79699 | Private | No | Medium |
| 126182 | Adams State College | Alamosa | CO | 81102 | Public | No | Large |
| 100654 | Alabama A & M University | Normal | AL | 35762 | Public | Yes | Large |
| 100724 | Alabama State University | Montgomery | AL | 36101 | Public | Yes | Large |
| 102669 | Alaska Pacific University | Anchorage | AK | 99508 | Private | No | Small |
| 138716 | Albany State University | Albany | GA | 31705 | Public | Yes | Medium |
| 175342 | Alcorn State University | Alcorn State | MS | 39096 | Public | Yes | Medium |
| 188641 | Alfred University | Alfred | NY | 14802 | Private | No | Medium |
| 210775 | Alvernia College | Reading | PA | 19607 | Private | No | Medium |
| 238193 | Alverno College | Milwaukee | WI | 53234 | Private | No | Small |
| 222628 | Amberton University | Garland | TX | 75041 | Private | No | Medium |
| 138725 | American InterContinental University | Atlanta | GA | 30326 | For Profit | No | Large |
| 109013 | American Intercontinental University | Los Angeles | CA | 90066 | For Profit | No | Small |
| 438601 | American Intercontinental University | Weston | FL | 33326 | For Profit | No | Small |
| 438586 | American Intercontinental University-Dunwoody Campus | Atlanta | GA | 30328 | For Profit | No | Medium |
| 164447 | American International College | Springfield | MA | 1109 | Private | No | Medium |
| 150066 | Anderson University | Anderson | IN | 46012 | Private | No | Medium |
| 222831 | Angelo State University | San Angelo | TX | 76909 | Public | No | Medium |
| 164492 | Anna Maria College | Paxton | MA | 1612 | Private | No | Medium |
| 245892 | Antioch University McGregor | Yellow Springs | OH | 45387 | Private | No | Medium |
| 245883 | Antioch University Seattle | Seattle | WA | 98121 | Private | No | Large |
| 245838 | Antioch University-Los Angeles Branch | Culver City | CA | 90230 | Private | No | Medium |
| 245847 | Antioch University-Santa Barbara | Santa Barbara | CA | 93101 | Private | No | Small |
| 197869 | Appalachian State University | Boone | NC | 28608 | Public | No | Large |
| 168786 | Aquinas College | Grand Rapids | MI | 49506 | Private | No | Medium |
| 211088 | Arcadia University | Glenside | PA | 19038 | Private | No | Large |
| 366748 | Argosy University-Hawaii | Honolulu | HI | 96813 | For Profit | No | Small |
| 428268 | Argosy University-Tampa | Tampa | FL | 33614 | For Profit | No | Small |
| 420574 | Arizona State University at the Polytechnic Campus | Mesa | AZ | 85212 | Public | No | Medium |

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|--------|---|------------------|----|-------|---------|-----|--------|
| 407009 | Arizona State University at the West Campus | Glendale | AZ | 85306 | Public | No | Large |
| 106458 | Arkansas State University-Main Campus | State University | AR | 72467 | Public | No | Large |
| 106467 | Arkansas Tech University | Russellville | AR | 72801 | Public | No | Medium |
| 138789 | Armstrong Atlantic State University | Savannah | GA | 31419 | Public | No | Large |
| 201104 | Ashland University | Ashland | OH | 44805 | Private | No | Large |
| 164562 | Assumption College | Worcester | MA | 1609 | Private | No | Medium |
| 100830 | Auburn University-Montgomery | Montgomery | AL | 36117 | Public | No | Large |
| 173045 | Augsburg College | Minneapolis | MN | 55454 | Private | No | Small |
| 138983 | Augusta State University | Augusta | GA | 30904 | Public | No | Medium |
| 143118 | Aurora University | Aurora | IL | 60506 | Private | No | Large |
| 219602 | Austin Peay State University | Clarksville | TN | 37044 | Public | No | Medium |
| 176628 | Avila University | Kansas City | MO | 64145 | Private | No | Medium |
| 201195 | Baldwin-Wallace College | Berea | OH | 44017 | Private | No | Large |
| 241225 | Bayamon Central University | Bayamon | PR | 959 | Private | No | Small |
| 175421 | Belhaven College | Jackson | MS | 39202 | Private | No | Medium |
| 156286 | Bellarmino University | Louisville | KY | 40205 | Private | No | Large |
| 180814 | Bellevue University | Bellevue | NE | 68005 | Private | No | Large |
| 219709 | Belmont University | Nashville | TN | 37212 | Private | No | Large |
| 173124 | Bemidji State University | Bemidji | MN | 56601 | Public | No | Small |
| 154712 | Benedictine College | Atchison | KS | 66002 | Private | No | Small |
| 145619 | Benedictine University | Lisle | IL | 60532 | Private | No | Large |
| 164739 | Bentley University | Waltham | MA | 2452 | Private | No | Large |
| 219718 | Bethel College | McKenzie | TN | 38201 | Private | No | Small |
| 173160 | Bethel University | Saint Paul | MN | 55112 | Private | No | Medium |
| 211158 | Bloomsburg University of Pennsylvania | Bloomsburg | PA | 17815 | Public | No | Large |
| 217749 | Bob Jones University | Greenville | SC | 29614 | Private | No | Medium |
| 142115 | Boise State University | Boise | ID | 83725 | Public | No | Large |
| 162007 | Bowie State University | Bowie | MD | 20715 | Public | Yes | Large |
| 143358 | Bradley University | Peoria | IL | 61625 | Private | No | Large |
| 139199 | Brenau University | Gainesville | GA | 30501 | Private | No | Large |
| 165024 | Bridgewater State College | Bridgewater | MA | 2325 | Public | No | Large |
| 217165 | Bryant University | Smithfield | RI | 2917 | Private | No | Medium |
| 150163 | Butler University | Indianapolis | IN | 46208 | Private | No | Medium |
| 211352 | Cabrini College | Radnor | PA | 19087 | Private | No | Medium |
| 183910 | Caldwell College | Caldwell | NJ | 7006 | Private | No | Small |
| 110361 | California Baptist University | Riverside | CA | 92504 | Private | No | Small |

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|--------|---|-----------------|----|-------|---------|----|--------|
| 110413 | California Lutheran University | Thousand Oaks | CA | 91360 | Private | No | Large |
| 110422 | California Polytechnic State University-San Luis Obispo | San Luis Obispo | CA | 93407 | Public | No | Large |
| 110529 | California State Polytechnic University-Pomona | Pomona | CA | 91768 | Public | No | Large |
| 110486 | California State University-Bakersfield | Bakersfield | CA | 93311 | Public | No | Large |
| 110538 | California State University-Chico | Chico | CA | 95929 | Public | No | Large |
| 110547 | California State University-Dominguez Hills | Carson | CA | 90747 | Public | No | Large |
| 110574 | California State University-East Bay | Hayward | CA | 94542 | Public | No | Large |
| 110556 | California State University-Fresno | Fresno | CA | 93740 | Public | No | Large |
| 110565 | California State University-Fullerton | Fullerton | CA | 92831 | Public | No | Large |
| 110583 | California State University-Long Beach | Long Beach | CA | 90840 | Public | No | Large |
| 110592 | California State University-Los Angeles | Los Angeles | CA | 90032 | Public | No | Large |
| 110608 | California State University-Northridge | Northridge | CA | 91330 | Public | No | Large |
| 110617 | California State University-Sacramento | Sacramento | CA | 95819 | Public | No | Large |
| 110510 | California State University-San Bernardino | San Bernardino | CA | 92407 | Public | No | Large |
| 366711 | California State University-San Marcos | San Marcos | CA | 92096 | Public | No | Medium |
| 110495 | California State University-Stanislaus | Turlock | CA | 95382 | Public | No | Medium |
| 211361 | California University of Pennsylvania | California | PA | 15419 | Public | No | Large |
| 150172 | Calumet College of Saint Joseph | Whiting | IN | 46394 | Private | No | Small |
| 165167 | Cambridge College | Cambridge | MA | 2138 | Private | No | Large |
| 206914 | Cameron University | Lawton | OK | 73505 | Public | No | Medium |
| 198136 | Campbell University Inc | Buies Creek | NC | 27506 | Private | No | Medium |
| 189705 | Canisius College | Buffalo | NY | 14208 | Private | No | Large |
| 201548 | Capital University | Columbus | OH | 43209 | Private | No | Medium |
| 238430 | Cardinal Stritch University | Milwaukee | WI | 53217 | Private | No | Large |
| 211431 | Carlow University | Pittsburgh | PA | 15213 | Private | No | Medium |
| 238458 | Carroll University | Waukesha | WI | 53186 | Private | No | Small |
| 230834 | Castleton State College | Castleton | VT | 5735 | Public | No | Small |
| 183974 | Centenary College | Hackettstown | NJ | 7840 | Private | No | Medium |
| 128771 | Central Connecticut State University | New Britain | CT | 6050 | Public | No | Large |
| 234827 | Central Washington University | Ellensburg | WA | 98926 | Public | No | Large |
| 141486 | Chaminade University of Honolulu | Honolulu | HI | 96816 | Private | No | Large |
| 111948 | Chapman University | Orange | CA | 92866 | Private | No | Large |
| 262086 | Chapman University-University College | Orange | CA | 92866 | Private | No | Large |
| 217688 | Charleston Southern University | Charleston | SC | 29406 | Private | No | Small |
| 211556 | Chatham University | Pittsburgh | PA | 15232 | Private | No | Medium |
| 211583 | Chestnut Hill College | Philadelphia | PA | 19118 | Private | No | Medium |

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|--------|--|-------------------|----|-------|------------|-----|--------|
| 211608 | Cheyney University of Pennsylvania | Cheyney | PA | 19319 | Public | Yes | Medium |
| 144005 | Chicago State University | Chicago | IL | 60628 | Public | No | Large |
| 219833 | Christian Brothers University | Memphis | TN | 38104 | Private | No | Medium |
| 217864 | Citadel Military College of South Carolina | Charleston | SC | 29409 | Public | No | Large |
| 234915 | City University of Seattle | Bellevue | WA | 98005 | Private | No | Large |
| 211644 | Clarion University of Pennsylvania | Clarion | PA | 16214 | Public | No | Large |
| 217819 | College of Charleston | Charleston | SC | 29424 | Public | No | Medium |
| 193399 | College of Mount Saint Vincent | Bronx | NY | 10471 | Private | No | Small |
| 204200 | College of Mount St. Joseph | Cincinnati | OH | 45233 | Private | No | Medium |
| 163578 | College of Notre Dame of Maryland | Baltimore | MD | 21210 | Private | No | Large |
| 186618 | College of Saint Elizabeth | Morristown | NJ | 7960 | Private | No | Small |
| 188146 | College of Santa Fe | Santa Fe | NM | 87505 | Private | No | Medium |
| 175005 | College of St Catherine | Saint Paul | MN | 55105 | Private | No | Large |
| 231077 | College of St Joseph | Rutland | VT | 5701 | Private | No | Small |
| 126669 | Colorado Christian University | Lakewood | CO | 80226 | Private | No | Small |
| 126827 | Colorado Technical University | Colorado Springs | CO | 80907 | For Profit | No | Large |
| 430087 | Colorado Technical University | Greenwood Village | CO | 80111 | For Profit | No | Medium |
| 402615 | Colorado Technical University of Sioux Falls | Sioux Falls | SD | 57108 | For Profit | No | Small |
| 177065 | Columbia College | Columbia | MO | 65216 | Private | No | Small |
| 217934 | Columbia College | Columbia | SC | 29203 | Private | No | Large |
| 144281 | Columbia College Chicago | Chicago | IL | 60605 | Private | No | Medium |
| 139366 | Columbus State University | Columbus | GA | 31907 | Public | No | Large |
| 144351 | Concordia University | River Forest | IL | 60305 | Private | No | Medium |
| 112075 | Concordia University | Irvine | CA | 92612 | Private | No | Small |
| 208488 | Concordia University | Portland | OR | 97211 | Private | No | Medium |
| 173328 | Concordia University-Saint Paul | Saint Paul | MN | 55104 | Private | No | Medium |
| 238616 | Concordia University-Wisconsin | Mequon | WI | 53097 | Private | No | Large |
| 217961 | Converse College | Spartanburg | SC | 29302 | Private | No | Large |
| 162283 | Coppin State University | Baltimore | MD | 21216 | Public | Yes | Medium |
| 170037 | Cornerstone University | Grand Rapids | MI | 49525 | Private | No | Small |
| 181002 | Creighton University | Omaha | NE | 68178 | Private | No | Medium |
| 219949 | Cumberland University | Lebanon | TN | 37087 | Private | No | Large |
| 190512 | CUNY Bernard M Baruch College | New York | NY | 10010 | Public | No | Large |
| 190549 | CUNY Brooklyn College | Brooklyn | NY | 11210 | Public | No | Large |

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|--------|---|---------------|----|-------|------------|-----|--------|
| 190567 | CUNY City College | New York | NY | 10031 | Public | No | Large |
| 190558 | CUNY College of Staten Island | Staten Island | NY | 10314 | Public | No | Large |
| 190594 | CUNY Hunter College | New York | NY | 10021 | Public | No | Large |
| 190600 | CUNY John Jay College Criminal Justice | New York | NY | 10019 | Public | No | Large |
| 190637 | CUNY Lehman College | Bronx | NY | 10468 | Public | No | Large |
| 190664 | CUNY Queens College | Flushing | NY | 11367 | Public | No | Large |
| 190716 | D'Youville College | Buffalo | NY | 14201 | Private | No | Large |
| 190725 | Daemen College | Amherst | NY | 14226 | Private | No | Medium |
| 224226 | Dallas Baptist University | Dallas | TX | 75211 | Private | No | Large |
| 169479 | Davenport University | Grand Rapids | MI | 49512 | Private | No | Medium |
| 130934 | Delaware State University | Dover | DE | 19901 | Public | Yes | Small |
| 175616 | Delta State University | Cleveland | MS | 38733 | Public | No | Medium |
| 210739 | DeSales University | Center Valley | PA | 18034 | Private | No | Large |
| 104531 | DeVry University-Arizona | Phoenix | AZ | 85021 | Profit For | No | Medium |
| 113607 | DeVry University-California | Pomona | CA | 91768 | Profit For | No | Large |
| 439163 | DeVry University-Florida | Orlando | FL | 32839 | Profit For | No | Medium |
| 139533 | DeVry University-Georgia | Decatur | GA | 30030 | Profit For | No | Large |
| 144759 | DeVry University-Illinois | Addison | IL | 60101 | Profit For | No | Large |
| 177162 | DeVry University-Missouri | Kansas City | MO | 64131 | Profit For | No | Medium |
| 202541 | DeVry University-Ohio | Columbus | OH | 43209 | Profit For | No | Small |
| 224402 | DeVry University-Texas | Irving | TX | 75063 | Profit For | No | Small |
| 440536 | DeVry University-Virginia | Arlington | VA | 22202 | Profit For | No | Small |
| 448284 | Doane College-Lincoln Grand Island and Master | Lincoln | NE | 68504 | Private | No | Medium |
| 190761 | Dominican College of Blauvelt | Orangeburg | NY | 10962 | Private | No | Medium |
| 148496 | Dominican University | River Forest | IL | 60305 | Private | No | Large |
| 113698 | Dominican University of California | San Rafael | CA | 94901 | Private | No | Medium |
| 190770 | Dowling College | Oakdale | NY | 11769 | Private | No | Large |
| 153269 | Drake University | Des Moines | IA | 50311 | Private | No | Large |
| 177214 | Drury University | Springfield | MO | 65802 | Private | No | Medium |

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| 207041 | East Central University | Ada | OK | 74820 | Public | No | Large |
| 212115 | East Stroudsburg University of Pennsylvania | East Stroudsburg | PA | 18301 | Public | No | Large |
| 129215 | Eastern Connecticut State University | Willimantic | CT | 6226 | Public | No | Medium |
| 144892 | Eastern Illinois University | Charleston | IL | 61920 | Public | No | Large |
| 156620 | Eastern Kentucky University | Richmond | KY | 40475 | Public | No | Large |
| 169798 | Eastern Michigan University | Ypsilanti | MI | 48197 | Public | No | Large |
| 187648 | Eastern New Mexico University-Main Campus | Portales | NM | 88130 | Public | No | Small |
| 208646 | Eastern Oregon University | La Grande | OR | 97850 | Public | No | Medium |
| 212133 | Eastern University | Saint Davids | PA | 19087 | Private | No | Large |
| 235097 | Eastern Washington University | Cheney | WA | 99004 | Public | No | Large |
| 238661 | Edgewood College | Madison | WI | 53711 | Private | No | Medium |
| 212160 | Edinboro University of Pennsylvania | Edinboro | PA | 16444 | Public | No | Large |
| 144962 | Elmhurst College | Elmhurst | IL | 60126 | Private | No | Small |
| 198516 | Elon University | Elon | NC | 27244 | Private | No | Small |
| 133553 | Embry Riddle Aeronautical University-Daytona Beach | Daytona Beach | FL | 32114 | Private | No | Medium |
| 426314 | Embry Riddle Aeronautical University-Worldwide | Daytona Beach | FL | 32114 | Private | No | Large |
| 165662 | Emerson College | Boston | MA | 2116 | Private | No | Large |
| 165671 | Emmanuel College | Boston | MA | 2115 | Private | No | Small |
| 155025 | Emporia State University | Emporia | KS | 66801 | Public | No | Large |
| 137810 | Everest University-Largo | Clearwater | FL | 33759 | For Profit | No | Small |
| 129242 | Fairfield University | Fairfield | CT | 6824 | Private | No | Large |
| 184694 | Fairleigh Dickinson University-College at Florham | Madison | NJ | 7940 | Private | No | Large |
| 184603 | Fairleigh Dickinson University-Metropolitan Campus | Teaneck | NJ | 7666 | Private | No | Large |
| 198543 | Fayetteville State University | Fayetteville | NC | 28301 | Public | Yes | Small |
| 169910 | Ferris State University | Big Rapids | MI | 49307 | Public | No | Medium |
| 165820 | Fitchburg State College | Fitchburg | MA | 1420 | Public | No | Large |
| 433660 | Florida Gulf Coast University | Fort Myers | FL | 33965 | Public | No | Large |
| 177418 | Fontbonne University | Saint Louis | MO | 63105 | Private | No | Large |
| 155061 | Fort Hays State University | Hays | KS | 67601 | Public | No | Large |
| 139719 | Fort Valley State University | Fort Valley | GA | 31030 | Public | Yes | Small |
| 165866 | Framingham State College | Framingham | MA | 1701 | Public | No | Large |
| 218061 | Francis Marion University | Florence | SC | 29506 | Public | No | Small |
| 205957 | Franciscan University of Steubenville | Steubenville | OH | 43952 | Private | No | Medium |
| 220215 | Freed-Hardeman University | Henderson | TN | 38340 | Private | No | Medium |
| 114813 | Fresno Pacific University | Fresno | CA | 93702 | Private | No | Medium |

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|--------|---|-----------------|----|-------|---------|-----|--------|
| 155089 | Friends University | Wichita | KS | 67213 | Private | No | Large |
| 162584 | Frostburg State University | Frostburg | MD | 21532 | Public | No | Large |
| 131450 | Gallaudet University | Washington | DC | 20002 | Private | No | Medium |
| 212601 | Gannon University | Erie | PA | 16541 | Private | No | Large |
| 198561 | Gardner-Webb University | Boiling Springs | NC | 28017 | Private | No | Large |
| 139861 | Georgia College & State University | Milledgeville | GA | 31061 | Public | No | Large |
| 139764 | Georgia Southwestern State University | Americus | GA | 31709 | Public | No | Medium |
| 184773 | Georgian Court University | Lakewood | NJ | 8701 | Private | No | Medium |
| 230889 | Goddard College | Plainfield | VT | 5667 | Private | No | Medium |
| 235316 | Gonzaga University | Spokane | WA | 99258 | Private | No | Large |
| 145336 | Governors State University | University Park | IL | 60466 | Public | No | Large |
| 153366 | Graceland University-Lamoni | Lamoni | IA | 50140 | Private | No | Small |
| 159009 | Grambling State University | Grambling | LA | 71245 | Public | Yes | Medium |
| 104717 | Grand Canyon University | Phoenix | AZ | 85017 | Profit | No | Large |
| 170082 | Grand Valley State University | Allendale | MI | 49401 | Public | No | Large |
| 212771 | Gratz College | Melrose Park | PA | 19027 | Private | No | Medium |
| 212832 | Gwynedd Mercy College | Gwynedd Valley | PA | 19437 | Private | No | Medium |
| 173665 | Hamline University | Saint Paul | MN | 55104 | Private | No | Large |
| 232265 | Hampton University | Hampton | VA | 23668 | Private | Yes | Medium |
| 225247 | Hardin-Simmons University | Abilene | TX | 79698 | Private | No | Medium |
| 107044 | Harding University | Searcy | AR | 72143 | Private | No | Large |
| 141644 | Hawaii Pacific University | Honolulu | HI | 96813 | Private | No | Large |
| 203085 | Heidelberg College | Tiffin | OH | 44883 | Private | No | Small |
| 107071 | Henderson State University | Arkadelphia | AR | 71999 | Public | No | Medium |
| 235422 | Heritage University | Toppenish | WA | 98948 | Private | No | Large |
| 367884 | Hodges University | Naples | FL | 34119 | Private | No | Small |
| 212984 | Holy Family University | Philadelphia | PA | 19114 | Private | No | Large |
| 115728 | Holy Names University | Oakland | CA | 94619 | Private | No | Small |
| 162760 | Hood College | Frederick | MD | 21701 | Private | No | Medium |
| 120537 | Hope International University | Fullerton | CA | 92831 | Private | No | Small |
| 225399 | Houston Baptist University | Houston | TX | 77074 | Private | No | Medium |
| 115755 | Humboldt State University | Arcata | CA | 95521 | Public | No | Medium |
| 161165 | Husson College | Bangor | ME | 4401 | Private | No | Medium |
| 151360 | Indiana University-Northwest | Gary | IN | 46408 | Public | No | Small |
| 151102 | Indiana University-Purdue University-Fort Wayne | Fort Wayne | IN | 46805 | Public | No | Medium |

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|--------|---|----------------|----|-------|---------|-----|--------|
| 151342 | Indiana University-South Bend | South Bend | IN | 46634 | Public | No | Large |
| 151379 | Indiana University-Southeast | New Albany | IN | 47150 | Public | No | Large |
| 151801 | Indiana Wesleyan University | Marion | IN | 46953 | Private | No | Large |
| 242617 | Inter American University of Puerto Rico-San German | San German | PR | 683 | Private | No | Large |
| 191931 | Iona College | New Rochelle | NY | 10801 | Private | No | Large |
| 191968 | Ithaca College | Ithaca | NY | 14850 | Private | No | Medium |
| 101480 | Jacksonville State University | Jacksonville | AL | 36265 | Public | No | Large |
| 134945 | Jacksonville University | Jacksonville | FL | 32211 | Private | No | Medium |
| 232423 | James Madison University | Harrisonburg | VA | 22807 | Public | No | Large |
| 203368 | John Carroll University | Cleveland | OH | 44118 | Private | No | Large |
| 116712 | John F Kennedy University | Pleasant Hill | CA | 94523 | Private | No | Large |
| 217235 | Johnson & Wales University | Providence | RI | 2903 | Private | No | Large |
| 230913 | Johnson State College | Johnson | VT | 5656 | Public | No | Small |
| 444723 | Jones International University | Centennial | CO | 80112 | Profit | No | Medium |
| 185262 | Kean University | Union | NJ | 7083 | Public | No | Large |
| 440031 | Keck Graduate Institute | Claremont | CA | 91711 | Private | No | Small |
| 183062 | Keene State College | Keene | NH | 3435 | Public | No | Small |
| 140164 | Kennesaw State University | Kennesaw | GA | 30144 | Public | No | Large |
| 213321 | King's College | Wilkes Barre | PA | 18711 | Private | No | Small |
| 213349 | Kutztown University of Pennsylvania | Kutztown | PA | 19530 | Public | No | Large |
| 213358 | La Roche College | Pittsburgh | PA | 15237 | Private | No | Small |
| 213367 | La Salle University | Philadelphia | PA | 19141 | Private | No | Large |
| 117627 | La Sierra University | Riverside | CA | 92515 | Private | No | Small |
| 238980 | Lakeland College | Plymouth | WI | 53073 | Private | No | Small |
| 226091 | Lamar University | Beaumont | TX | 77705 | Public | No | Large |
| 170675 | Lawrence Technological University | Southfield | MI | 48075 | Private | No | Large |
| 192323 | Le Moyne College | Syracuse | NY | 13214 | Private | No | Large |
| 220613 | Lee University | Cleveland | TN | 37320 | Private | No | Medium |
| 166452 | Lesley University | Cambridge | MA | 2138 | Private | No | Large |
| 226231 | LeTourneau University | Longview | TX | 75607 | Private | No | Medium |
| 146612 | Lewis University | Romeoville | IL | 60446 | Private | No | Large |
| 232557 | Liberty University | Lynchburg | VA | 24502 | Private | No | Large |
| 140252 | Life University | Marietta | GA | 30060 | Private | No | Small |
| 220631 | Lincoln Memorial University | Harrogate | TN | 37752 | Private | No | Medium |
| 177940 | Lincoln University | Jefferson City | MO | 65102 | Public | Yes | Small |

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| 213598 | Lincoln University of Pennsylvania | Lincoln University | PA | 19352 | Public | Yes | Medium |
| 177968 | Lindenwood University | Saint Charles | MO | 63301 | Private | No | Large |
| 219976 | Lipscomb University | Nashville | TN | 37204 | Private | No | Small |
| 213613 | Lock Haven University | Lock Haven | PA | 17745 | Public | No | Small |
| 192563 | Long Island University-Brentwood | Brentwood | NY | 11717 | Private | No | Large |
| 192439 | Long Island University-Brooklyn Campus | Brooklyn | NY | 11201 | Private | No | Large |
| 232566 | Longwood University | Farmville | VA | 23909 | Public | No | Medium |
| 159416 | Louisiana State University-Shreveport | Shreveport | LA | 71115 | Public | No | Medium |
| 163046 | Loyola College in Maryland | Baltimore | MD | 21210 | Private | No | Large |
| 117946 | Loyola Marymount University | Los Angeles | CA | 90045 | Private | No | Large |
| 159656 | Loyola University New Orleans | New Orleans | LA | 70118 | Private | No | Large |
| 226383 | Lubbock Christian University | Lubbock | TX | 79407 | Private | No | Small |
| 232609 | Lynchburg College | Lynchburg | VA | 24501 | Private | No | Small |
| 132657 | Lynn University | Boca Raton | FL | 33431 | Private | No | Small |
| 170806 | Madonna University | Livonia | MI | 48150 | Private | No | Large |
| 153861 | Maharishi University of Management | Fairfield | IA | 52557 | Private | No | Small |
| 203775 | Malone University | Canton | OH | 44709 | Private | No | Small |
| 192703 | Manhattan College | Bronx | NY | 10471 | Private | No | Medium |
| 192749 | Manhattanville College | Purchase | NY | 10577 | Private | No | Large |
| 213783 | Mansfield University of Pennsylvania | Mansfield | PA | 16933 | Public | No | Small |
| 239080 | Marian University-Wisconsin | Fond Du Lac | WI | 54935 | Private | No | Large |
| 192819 | Marist College | Poughkeepsie | NY | 12601 | Private | No | Large |
| 440411 | Marlboro College Graduate Center | Brattleboro | VT | 5301 | Private | No | Small |
| 237525 | Marshall University | Huntington | WV | 25755 | Public | No | Large |
| 232672 | Mary Baldwin College | Staunton | VA | 24401 | Private | No | Small |
| 170842 | Marygrove College | Detroit | MI | 48221 | Private | No | Large |
| 209108 | Marylhurst University | Marylhurst | OR | 97036 | Private | No | Medium |
| 232706 | Marymount University | Arlington | VA | 22207 | Private | No | Large |
| 178059 | Maryville University of Saint Louis | Saint Louis | MO | 63141 | Private | No | Large |
| 213826 | Marywood University | Scranton | PA | 18509 | Private | No | Large |
| 159717 | McNeese State University | Lake Charles | LA | 70609 | Public | No | Large |
| 192925 | Medaille College | Buffalo | NY | 14214 | Private | No | Large |
| 140447 | Mercer University | Macon | GA | 31207 | Private | No | Large |
| 193016 | Mercy College-Main Campus | Dobbs Ferry | NY | 10522 | Private | No | Large |
| 213987 | Mercyhurst College | Erie | PA | 16546 | Private | No | Small |

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|--------|---|------------------|----|-------|---------|-----|--------|
| 190114 | Metropolitan College of New York | New York | NY | 10013 | Private | No | Large |
| 174020 | Metropolitan State University | Saint Paul | MN | 55106 | Public | No | Medium |
| 155520 | MidAmerica Nazarene University | Olathe | KS | 66062 | Private | No | Large |
| 220978 | Middle Tennessee State University | Murfreesboro | TN | 37132 | Public | No | Large |
| 226833 | Midwestern State University | Wichita Falls | TX | 76308 | Public | No | Medium |
| 214041 | Millersville University of Pennsylvania | Millersville | PA | 17551 | Public | No | Large |
| 118888 | Mills College | Oakland | CA | 94613 | Private | No | Medium |
| 173920 | Minnesota State University-Mankato | Mankato | MN | 56001 | Public | No | Large |
| 174358 | Minnesota State University-Moorhead | Moorhead | MN | 56563 | Public | No | Small |
| 200253 | Minot State University | Minot | ND | 58707 | Public | No | Small |
| 214069 | Misericordia University | Dallas | PA | 18612 | Private | No | Medium |
| 176053 | Mississippi College | Clinton | MS | 39058 | Private | No | Medium |
| 176035 | Mississippi University for Women | Columbus | MS | 39701 | Public | No | Small |
| 176044 | Mississippi Valley State University | Itta Bena | MS | 38941 | Public | Yes | Small |
| 178244 | Missouri Baptist University | Saint Louis | MO | 63141 | Private | No | Medium |
| 179566 | Missouri State University | Springfield | MO | 65897 | Public | No | Large |
| 193292 | Molloy College | Rockville Centre | NY | 11571 | Private | No | Medium |
| 185572 | Monmouth University | West Long Branch | NJ | 7764 | Private | No | Large |
| 180179 | Montana State University-Billings | Billings | MT | 59101 | Public | No | Medium |
| 185590 | Montclair State University | Montclair | NJ | 7043 | Public | No | Large |
| 119058 | Monterey Institute of International Studies | Monterey | CA | 93940 | Private | No | Large |
| 157386 | Morehead State University | Morehead | KY | 40351 | Public | No | Large |
| 219198 | Mount Marty College | Yankton | SD | 57078 | Private | No | Small |
| 239390 | Mount Mary College | Milwaukee | WI | 53222 | Private | No | Small |
| 193353 | Mount Saint Mary College | Newburgh | NY | 12550 | Private | No | Medium |
| 119173 | Mount St Mary's College | Los Angeles | CA | 90049 | Private | No | Small |
| 163462 | Mount St Mary's University | Emmitsburg | MD | 21727 | Private | No | Medium |
| 237154 | Mountain State University | Beckley | WV | 25801 | Private | No | Medium |
| 157401 | Murray State University | Murray | KY | 42071 | Public | No | Large |
| 204264 | Muskingum College | New Concord | OH | 43762 | Private | No | Medium |
| 127653 | Naropa University | Boulder | CO | 80302 | Private | No | Large |
| 119605 | National University | La Jolla | CA | 92037 | Private | No | Large |
| 147536 | National-Louis University | Chicago | IL | 60603 | Private | No | Large |
| 119678 | Naval Postgraduate School | Monterey | CA | 93943 | Public | No | Large |
| 193584 | Nazareth College | Rochester | NY | 14618 | Private | No | Large |

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|--------|---|--------------------|----|-------|---------|-----|--------|
| 214272 | Neumann College | Aston | PA | 19014 | Private | No | Small |
| 119711 | New College of California | San Francisco | CA | 94110 | Private | No | Medium |
| 185129 | New Jersey City University | Jersey City | NJ | 7305 | Public | No | Large |
| 187897 | New Mexico Highlands University | Las Vegas | NM | 87701 | Public | No | Large |
| 187967 | New Mexico Institute of Mining and Technology | Socorro | NM | 87801 | Public | No | Medium |
| 194107 | New York Institute of Technology-Manhattan Campus | New York | NY | 10023 | Private | No | Large |
| 194091 | New York Institute of Technology-Old Westbury | Old Westbury | NY | 11568 | Private | No | Large |
| 155335 | Newman University | Wichita | KS | 67213 | Private | No | Medium |
| 193973 | Niagara University | Niagara University | NY | 14109 | Private | No | Large |
| 159966 | Nicholls State University | Thibodaux | LA | 70310 | Public | No | Medium |
| 232937 | Norfolk State University | Norfolk | VA | 23504 | Public | Yes | Large |
| 199157 | North Carolina Central University | Durham | NC | 27707 | Public | Yes | Large |
| 147660 | North Central College | Naperville | IL | 60540 | Private | No | Medium |
| 140669 | North Georgia College & State University | Dahlonega | GA | 30597 | Public | No | Medium |
| 147679 | North Park University | Chicago | IL | 60625 | Private | No | Medium |
| 147776 | Northeastern Illinois University | Chicago | IL | 60625 | Public | No | Large |
| 207263 | Northeastern State University | Tahlequah | OK | 74464 | Public | No | Large |
| 157447 | Northern Kentucky University | Highland Heights | KY | 41099 | Public | No | Large |
| 171456 | Northern Michigan University | Marquette | MI | 49855 | Public | No | Large |
| 178624 | Northwest Missouri State University | Maryville | MO | 64468 | Public | No | Medium |
| 142461 | Northwest Nazarene University | Nampa | ID | 83686 | Private | No | Small |
| 160038 | Northwestern State University of Louisiana | Natchitoches | LA | 71497 | Public | No | Large |
| 230995 | Norwich University | Northfield | VT | 5663 | Private | No | Medium |
| 120184 | Notre Dame de Namur University | Belmont | CA | 94002 | Private | No | Large |
| 194161 | Nyack College | Nyack | NY | 10960 | Private | No | Small |
| 152099 | Oakland City University | Oakland City | IN | 47660 | Private | No | Medium |
| 204617 | Ohio Dominican University | Columbus | OH | 43219 | Private | No | Small |
| 207324 | Oklahoma Christian University | Edmond | OK | 73013 | Private | No | Small |
| 207458 | Oklahoma City University | Oklahoma City | OK | 73106 | Private | No | Large |
| 147828 | Olivet Nazarene University | Bourbonnais | IL | 60914 | Private | No | Large |
| 105367 | Ottawa University-Phoenix | Phoenix | AZ | 85021 | Private | No | Medium |
| 204936 | Otterbein College | Westerville | OH | 43081 | Private | No | Medium |
| 227331 | Our Lady of the Lake University-San Antonio | San Antonio | TX | 78207 | Private | No | Large |
| 236230 | Pacific Lutheran University | Tacoma | WA | 98447 | Private | No | Medium |
| 120838 | Pacific States University | Los Angeles | CA | 90006 | Private | No | Small |

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|--------|---|-----------------|----|-------|---------|-----|--------|
| 136330 | Palm Beach Atlantic University-West Palm Beach | West Palm Beach | FL | 33401 | Private | No | Medium |
| 178721 | Park University | Parkville | MO | 64152 | Private | No | Small |
| 214607 | Pennsylvania State University-Penn State Great Valley | Malvern | PA | 19355 | Public | No | Large |
| 214713 | Pennsylvania State University-Penn State Harrisburg | Middletown | PA | 17057 | Public | No | Large |
| 199306 | Pfeiffer University | Misenheimer | NC | 28109 | Private | No | Large |
| 215114 | Philadelphia Biblical University-Langhorne | Langhorne | PA | 19047 | Private | No | Medium |
| 215099 | Philadelphia University | Philadelphia | PA | 19144 | Private | No | Medium |
| 140818 | Piedmont College | Demorest | GA | 30535 | Private | No | Large |
| 155681 | Pittsburg State University | Pittsburg | KS | 66762 | Public | No | Large |
| 183080 | Plymouth State University | Plymouth | NH | 3264 | Public | No | Large |
| 121309 | Point Loma Nazarene University | San Diego | CA | 92106 | Private | No | Small |
| 215442 | Point Park University | Pittsburgh | PA | 15222 | Private | No | Medium |
| 241410 | Pontifical Catholic University of Puerto Rico-Ponce | Ponce | PR | 717 | Private | No | Medium |
| 227526 | Prairie View A & M University | Prairie View | TX | 77446 | Public | Yes | Large |
| 105589 | Prescott College | Prescott | AZ | 86301 | Private | No | Small |
| 217402 | Providence College | Providence | RI | 2918 | Private | No | Large |
| 152248 | Purdue University-Calumet Campus | Hammond | IN | 46323 | Public | No | Medium |
| 199412 | Queens University of Charlotte | Charlotte | NC | 28274 | Private | No | Medium |
| 130226 | Quinnipiac University | Hamden | CT | 6518 | Private | No | Large |
| 233277 | Radford University | Radford | VA | 24141 | Public | No | Large |
| 186201 | Ramapo College of New Jersey | Mahwah | NJ | 7430 | Public | No | Small |
| 167598 | Regis College | Weston | MA | 2493 | Private | No | Small |
| 127918 | Regis University | Denver | CO | 80221 | Private | No | Large |
| 129428 | Rensselaer Hartford Graduate Center Inc | Hartford | CT | 6120 | Private | No | Large |
| 217420 | Rhode Island College | Providence | RI | 2908 | Public | No | Large |
| 186283 | Rider University | Lawrenceville | NJ | 8648 | Private | No | Large |
| 183211 | Rivier College | Nashua | NH | 3060 | Private | No | Large |
| 215655 | Robert Morris University | Moon Township | PA | 15108 | Private | No | Large |
| 194958 | Roberts Wesleyan College | Rochester | NY | 14624 | Private | No | Large |
| 195003 | Rochester Institute of Technology | Rochester | NY | 14623 | Private | No | Large |
| 148405 | Rockford College | Rockford | IL | 61108 | Private | No | Medium |
| 179043 | Rockhurst University | Kansas City | MO | 64110 | Private | No | Large |
| 136950 | Rollins College | Winter Park | FL | 32789 | Private | No | Large |
| 148487 | Roosevelt University | Chicago | IL | 60605 | Private | No | Large |
| 215691 | Rosemont College | Rosemont | PA | 19010 | Private | No | Medium |
| 184782 | Rowan University | Glassboro | NJ | 8028 | Public | No | Large |

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|--------|---|-------------------|----|-------|---------|-----|--------|
| 186371 | Rutgers University-Camden | Camden | NJ | 8102 | Public | No | Medium |
| 130253 | Sacred Heart University | Fairfield | CT | 6825 | Private | No | Large |
| 195137 | Sage College of Albany | Albany | NY | 12208 | Private | No | Large |
| 172051 | Saginaw Valley State University | University Center | MI | 48710 | Public | No | Large |
| 154235 | Saint Ambrose University | Davenport | IA | 52803 | Private | No | Large |
| 195164 | Saint Bonaventure University | Saint Bonaventure | NY | 14778 | Private | No | Large |
| 174783 | Saint Cloud State University | Saint Cloud | MN | 56301 | Public | No | Large |
| 227845 | Saint Edward's University | Austin | TX | 78704 | Private | No | Large |
| 215743 | Saint Francis University | Loretto | PA | 15940 | Private | No | Large |
| 195720 | Saint John Fisher College | Rochester | NY | 14618 | Private | No | Large |
| 130314 | Saint Joseph College | West Hartford | CT | 6117 | Private | No | Medium |
| 161518 | Saint Joseph's College of Maine | Standish | ME | 4084 | Private | No | Small |
| 215770 | Saint Joseph's University | Philadelphia | PA | 19131 | Private | No | Large |
| 195562 | Saint Josephs College-Suffolk Campus | Patchogue | NY | 11772 | Private | No | Small |
| 137032 | Saint Leo University | Saint Leo | FL | 33574 | Private | No | Medium |
| 236452 | Saint Martin's University | Lacey | WA | 98503 | Private | No | Small |
| 123554 | Saint Marys College of California | Moraga | CA | 94556 | Private | No | Large |
| 186432 | Saint Peters College | Jersey City | NJ | 7306 | Private | No | Large |
| 195243 | Saint Thomas Aquinas College | Sparkill | NY | 10976 | Private | No | Medium |
| 137476 | Saint Thomas University | Miami Gardens | FL | 33054 | Private | No | Large |
| 148627 | Saint Xavier University | Chicago | IL | 60655 | Private | No | Large |
| 167729 | Salem State College | Salem | MA | 1970 | Public | No | Large |
| 163851 | Salisbury University | Salisbury | MD | 21801 | Public | No | Large |
| 217536 | Salve Regina University | Newport | RI | 2840 | Private | No | Small |
| 227881 | Sam Houston State University | Huntsville | TX | 77341 | Public | No | Large |
| 122597 | San Francisco State University | San Francisco | CA | 94132 | Public | No | Large |
| 122755 | San Jose State University | San Jose | CA | 95192 | Public | No | Large |
| 122931 | Santa Clara University | Santa Clara | CA | 95053 | Private | No | Large |
| 140960 | Savannah State University | Savannah | GA | 31404 | Public | Yes | Small |
| 404338 | Schiller International University | Largo | FL | 33770 | Profit | No | Small |
| 231068 | School for International Training | Brattleboro | VT | 5302 | Private | No | Medium |
| 236577 | Seattle Pacific University | Seattle | WA | 98119 | Private | No | Large |
| 236595 | Seattle University | Seattle | WA | 98122 | Private | No | Large |
| 233541 | Shenandoah University | Winchester | VA | 22601 | Private | No | Large |
| 216010 | Shippensburg University of Pennsylvania | Shippensburg | PA | 17257 | Public | No | Large |

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|--------|---|----------------|----|-------|---------|-----|--------|
| 172264 | Siena Heights University | Adrian | MI | 49221 | Private | No | Small |
| 239743 | Silver Lake College | Manitowoc | WI | 54220 | Private | No | Small |
| 167783 | Simmons College | Boston | MA | 2115 | Private | No | Large |
| 216038 | Slippery Rock University of Pennsylvania | Slippery Rock | PA | 16057 | Public | No | Large |
| 123572 | Sonoma State University | Rohnert Park | CA | 94928 | Public | No | Large |
| 192466 | Southampton College of Long Island University | Southampton | NY | 11968 | Private | No | Small |
| 179557 | Southeast Missouri State University | Cape Girardeau | MO | 63701 | Public | No | Large |
| 160612 | Southeastern Louisiana University | Hammond | LA | 70402 | Public | No | Large |
| 207847 | Southeastern Oklahoma State University | Durant | OK | 74701 | Public | No | Medium |
| 131788 | Southeastern University | Washington | DC | 20024 | Private | No | Medium |
| 130493 | Southern Connecticut State University | New Haven | CT | 6515 | Public | No | Large |
| 149231 | Southern Illinois University Edwardsville | Edwardsville | IL | 62026 | Public | No | Large |
| 206862 | Southern Nazarene University | Bethany | OK | 73008 | Private | No | Medium |
| 183026 | Southern New Hampshire University | Manchester | NH | 3106 | Private | No | Large |
| 210146 | Southern Oregon University | Ashland | OR | 97520 | Public | No | Large |
| 141097 | Southern Polytechnic State University | Marietta | GA | 30060 | Public | No | Medium |
| 160621 | Southern University and A & M College | Baton Rouge | LA | 70813 | Public | Yes | Large |
| 160630 | Southern University at New Orleans | New Orleans | LA | 70126 | Public | Yes | Medium |
| 230603 | Southern Utah University | Cedar City | UT | 84720 | Public | No | Small |
| 217776 | Southern Wesleyan University | Central | SC | 29630 | Private | No | Large |
| 179326 | Southwest Baptist University | Bolivar | MO | 65613 | Private | No | Large |
| 175078 | Southwest Minnesota State University | Marshall | MN | 56258 | Public | No | Small |
| 155900 | Southwestern College | Winfield | KS | 67156 | Private | No | Small |
| 188207 | Southwestern College | Santa Fe | NM | 87507 | Private | No | Small |
| 207865 | Southwestern Oklahoma State University | Weatherford | OK | 73096 | Public | No | Small |
| 172334 | Spring Arbor University | Spring Arbor | MI | 49283 | Private | No | Large |
| 102234 | Spring Hill College | Mobile | AL | 36608 | Private | No | Small |
| 167899 | Springfield College | Springfield | MA | 1109 | Private | No | Large |
| 228149 | St Marys University | San Antonio | TX | 78228 | Private | No | Large |
| 228431 | Stephen F Austin State University | Nacogdoches | TX | 75962 | Public | No | Large |
| 137546 | Stetson University | DeLand | FL | 32723 | Private | No | Medium |
| 131803 | Strayer University | Washington | DC | 20005 | Profit | No | Large |
| 168005 | Suffolk University | Boston | MA | 2108 | Private | No | Large |
| 228501 | Sul Ross State University | Alpine | TX | 79832 | Public | No | Large |
| 157793 | Sullivan University | Louisville | KY | 40205 | Profit | No | Small |

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| 196158 | SUNY at Fredonia | Fredonia | NY | 14063 | Public | No | Large |
| 196167 | SUNY at Geneseo | Geneseo | NY | 14454 | Public | No | Medium |
| 196121 | SUNY College at Brockport | Brockport | NY | 14420 | Public | No | Large |
| 196130 | SUNY College at Buffalo | Buffalo | NY | 14222 | Public | No | Large |
| 196149 | SUNY College at Cortland | Cortland | NY | 13045 | Public | No | Large |
| 196176 | SUNY College at New Paltz | New Paltz | NY | 12561 | Public | No | Large |
| 196185 | SUNY College at Oneonta | Oneonta | NY | 13820 | Public | No | Small |
| 196194 | SUNY College at Oswego | Oswego | NY | 13126 | Public | No | Large |
| 196246 | SUNY College at Plattsburgh | Plattsburgh | NY | 12901 | Public | No | Large |
| 196200 | SUNY College at Postdam | Potsdam | NY | 13676 | Public | No | Large |
| 196264 | SUNY Empire State College | Saratoga Springs | NY | 12866 | Public | No | Small |
| 196112 | SUNY Institute of Technology at Utica-Rome | Utica | NY | 13504 | Public | No | Medium |
| 228529 | Tarleton State University | Stephenville | TX | 76402 | Public | No | Large |
| 221847 | Tennessee Technological University | Cookeville | TN | 38505 | Public | No | Large |
| 226152 | Texas A & M International University | Laredo | TX | 78041 | Public | No | Medium |
| 224147 | Texas A & M University-Corpus Christi | Corpus Christi | TX | 78412 | Public | No | Large |
| 224545 | Texas A & M University-Texarkana | Texarkana | TX | 75505 | Public | No | Medium |
| 229063 | Texas Southern University | Houston | TX | 77004 | Public | Yes | Medium |
| 228459 | Texas State University-San Marcos | San Marcos | TX | 78666 | Public | No | Large |
| 229160 | Texas Wesleyan University | Fort Worth | TX | 76105 | Private | No | Medium |
| 187134 | The College of New Jersey | Ewing | NJ | 8628 | Public | No | Large |
| 193645 | The College of New Rochelle | New Rochelle | NY | 10805 | Private | No | Large |
| 195234 | The College of Saint Rose | Albany | NY | 12203 | Private | No | Large |
| 174899 | The College of Saint Scholastica | Duluth | MN | 55811 | Private | No | Large |
| 235167 | The Evergreen State College | Olympia | WA | 98505 | Public | No | Small |
| 186876 | The Richard Stockton College of New Jersey | Pomona | NJ | 8240 | Public | No | Small |
| 202763 | The University of Findlay | Findlay | OH | 45840 | Private | No | Large |
| 137847 | The University of Tampa | Tampa | FL | 33606 | Private | No | Medium |
| 221740 | The University of Tennessee at Chattanooga | Chattanooga | TN | 37403 | Public | No | Large |
| 221768 | The University of Tennessee-Martin | Martin | TN | 38238 | Public | No | Medium |
| 227377 | The University of Texas at Brownsville | Brownsville | TX | 78520 | Public | No | Medium |
| 229027 | The University of Texas at San Antonio | San Antonio | TX | 78249 | Public | No | Large |
| 228802 | The University of Texas at Tyler | Tyler | TX | 75799 | Public | No | Large |
| 229018 | The University of Texas of the Permian Basin | Odessa | TX | 79762 | Public | No | Medium |
| 227368 | The University of Texas-Pan American | Edinburg | TX | 78541 | Public | No | Large |
| 157809 | Thomas More College | Crestview Hills | KY | 41017 | Private | No | Small |

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| 206048 | Tiffin University | Tiffin | OH | 44883 | Private | No | Medium |
| 196592 | Touro College | New York | NY | 10010 | Private | No | Large |
| 164076 | Towson University | Towson | MD | 21252 | Public | No | Large |
| 229267 | Trinity University | San Antonio | TX | 78212 | Private | No | Medium |
| 131876 | Trinity Washington University | Washington | DC | 20017 | Private | No | Large |
| 102368 | Troy University | Troy | AL | 36082 | Public | No | Large |
| 178615 | Truman State University | Kirksville | MO | 63501 | Public | No | Medium |
| 221953 | Tusculum College | Greeneville | TN | 37743 | Private | No | Medium |
| 157863 | Union College | Barbourville | KY | 40906 | Private | No | Medium |
| 221971 | Union University | Jackson | TN | 38305 | Private | No | Large |
| 243601 | Universidad Del Turabo | Gurabo | PR | 778 | Private | No | Large |
| 241739 | Universidad Metropolitana | Cupey | PR | 928 | Private | No | Large |
| 102553 | University of Alaska Anchorage | Anchorage | AK | 99508 | Public | No | Large |
| 102632 | University of Alaska Southeast | Juneau | AK | 99801 | Public | No | Small |
| 106485 | University of Arkansas at Monticello | Monticello | AR | 71656 | Public | No | Small |
| 161873 | University of Baltimore | Baltimore | MD | 21201 | Public | No | Large |
| 106704 | University of Central Arkansas | Conway | AR | 72035 | Public | No | Large |
| 176965 | University of Central Missouri | Warrensburg | MO | 64093 | Public | No | Large |
| 206941 | University of Central Oklahoma | Edmond | OK | 73034 | Public | No | Large |
| 126580 | University of Colorado at Colorado Springs | Colorado Springs | CO | 80933 | Public | No | Large |
| 224323 | University of Dallas | Irving | TX | 75062 | Private | No | Large |
| 169716 | University of Detroit Mercy | Detroit | MI | 48221 | Private | No | Large |
| 150534 | University of Evansville | Evansville | IN | 47722 | Private | No | Small |
| 180258 | University of Great Falls | Great Falls | MT | 59405 | Private | No | Small |
| 240754 | University of Guam | Mangilao | GU | 96923 | Public | No | Medium |
| 225414 | University of Houston-Clear Lake | Houston | TX | 77058 | Public | No | Large |
| 225502 | University of Houston-Victoria | Victoria | TX | 77901 | Public | No | Large |
| 148654 | University of Illinois at Springfield | Springfield | IL | 62703 | Public | No | Large |
| 151263 | University of Indianapolis | Indianapolis | IN | 46227 | Private | No | Large |
| 159993 | University of Louisiana Monroe | Monroe | LA | 71209 | Public | No | Large |
| 200217 | University of Mary | Bismarck | ND | 58504 | Private | No | Large |
| 226471 | University of Mary Hardin-Baylor | Belton | TX | 76513 | Private | No | Small |
| 232681 | University of Mary Washington | Fredericksburg | VA | 22401 | Public | No | Medium |
| 163338 | University of Maryland Eastern Shore | Princess Anne | MD | 21853 | Public | Yes | Small |
| 163204 | University of Maryland-University College | Adelphi | MD | 20783 | Public | No | Large |
| 167987 | University of Massachusetts-Dartmouth | North Dartmouth | MA | 2747 | Public | No | Large |

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| 171137 | University of Michigan-Dearborn | Dearborn | MI | 48128 | Public | No | Large |
| 171146 | University of Michigan-Flint | Flint | MI | 48502 | Public | No | Medium |
| 174233 | University of Minnesota-Duluth | Duluth | MN | 55812 | Public | No | Medium |
| 101693 | University of Mobile | Mobile | AL | 36663 | Private | No | Small |
| 101709 | University of Montevallo | Montevallo | AL | 35115 | Public | No | Medium |
| 181215 | University of Nebraska at Kearney | Kearney | NE | 68849 | Public | No | Medium |
| 181394 | University of Nebraska at Omaha | Omaha | NE | 68182 | Public | No | Large |
| 161457 | University of New England | Biddeford | ME | 4005 | Private | No | Large |
| 129941 | University of New Haven | West Haven | CT | 6516 | Private | No | Large |
| 101879 | University of North Alabama | Florence | AL | 35632 | Public | No | Large |
| 199281 | University of North Carolina at Pembroke | Pembroke | NC | 28372 | Public | No | Medium |
| 199218 | University of North Carolina-Wilmington | Wilmington | NC | 28403 | Public | No | Large |
| 136172 | University of North Florida | Jacksonville | FL | 32224 | Public | No | Large |
| 154095 | University of Northern Iowa | Cedar Falls | IA | 50614 | Public | No | Large |
| 432232 | University of Phoenix-Central Florida Campus | Maitland | FL | 32751 | Profit For | No | Medium |
| 405988 | University of Phoenix-Denver Campus | Lone Tree | CO | 80124 | Profit For | No | Large |
| 420042 | University of Phoenix-Hawaii Campus | Honolulu | HI | 96813 | Profit For | No | Large |
| 416962 | University of Phoenix-Las Vegas Campus | Las Vegas | NV | 89128 | Profit For | No | Large |
| 421009 | University of Phoenix-Louisiana Campus | Metairie | LA | 70001 | Profit For | No | Medium |
| 405997 | University of Phoenix-New Mexico Campus | Albuquerque | NM | 87109 | Profit For | No | Large |
| 434955 | University of Phoenix-North Florida Campus | Jacksonville | FL | 32216 | Profit For | No | Medium |
| 432241 | University of Phoenix-Oregon Campus | Tigard | OR | 97223 | Profit For | No | Small |
| 438610 | University of Phoenix-Philadelphia Campus | Wayne | PA | 19087 | Profit For | No | Medium |
| 105516 | University of Phoenix-Phoenix-Hohokam Campus | Phoenix | AZ | 85040 | Profit For | No | Large |
| 419509 | University of Phoenix-Sacramento Valley Campus | Sacramento | CA | 95833 | Profit For | No | Large |
| 372222 | University of Phoenix-San Diego Campus | San Diego | CA | 92123 | Profit For | No | Large |
| 434946 | University of Phoenix-South Florida Campus | Plantation | FL | 33324 | For | No | Medium |

| | | | | | Profit | | |
|--------|--|------------------|----|-------|-------------------|-----|--------|
| 405979 | University of Phoenix-Southern Arizona Campus | Tucson | AZ | 85712 | Profit For Profit | No | Large |
| 406015 | University of Phoenix-Southern California Campus | Costa Mesa | CA | 92626 | Profit For Profit | No | Large |
| 438382 | University of Phoenix-Southern Colorado Campus | Colorado Springs | CO | 80919 | Profit For Profit | No | Medium |
| 380465 | University of Phoenix-Utah Campus | Salt Lake City | UT | 84123 | Profit For Profit | No | Large |
| 434964 | University of Phoenix-West Florida Campus | Temple Terrace | FL | 33637 | Profit For Profit | No | Large |
| 438416 | University of Phoenix-West Michigan Campus | Grand Rapids | MI | 49544 | Profit | No | Small |
| 209825 | University of Portland | Portland | OR | 97203 | Private | No | Medium |
| 243197 | University of Puerto Rico-Mayaguez | Mayaguez | PR | 681 | Public | No | Large |
| 121691 | University of Redlands | Redlands | CA | 92373 | Private | No | Large |
| 205203 | University of Rio Grande | Rio Grande | OH | 45674 | Private | No | Small |
| 152336 | University of Saint Francis-Ft Wayne | Fort Wayne | IN | 46808 | Private | No | Small |
| 155812 | University of Saint Mary | Leavenworth | KS | 66048 | Private | No | Large |
| 215929 | University of Scranton | Scranton | PA | 18510 | Private | No | Medium |
| 102094 | University of South Alabama | Mobile | AL | 36688 | Public | No | Large |
| 151306 | University of Southern Indiana | Evansville | IN | 47712 | Public | No | Medium |
| 161554 | University of Southern Maine | Portland | ME | 4103 | Public | No | Large |
| 148584 | University of St Francis | Joliet | IL | 60435 | Private | No | Large |
| 227863 | University of St Thomas | Houston | TX | 77006 | Private | No | Large |
| 131399 | University of the District of Columbia | Washington | DC | 20008 | Public | Yes | Small |
| 225627 | University of the Incarnate Word | San Antonio | TX | 78209 | Private | No | Large |
| 188182 | University of the Southwest | Hobbs | NM | 88240 | Private | No | Small |
| 377555 | University of Washington-Bothell Campus | Bothell | WA | 98011 | Public | No | Small |
| 377564 | University of Washington-Tacoma Campus | Tacoma | WA | 98402 | Public | No | Medium |
| 101587 | University of West Alabama | Livingston | AL | 35470 | Public | No | Medium |
| 141334 | University of West Georgia | Carrollton | GA | 30118 | Public | No | Large |
| 240268 | University of Wisconsin-Eau Claire | Eau Claire | WI | 54702 | Public | No | Medium |
| 240329 | University of Wisconsin-La Crosse | La Crosse | WI | 54601 | Public | No | Large |
| 240365 | University of Wisconsin-Oshkosh | Oshkosh | WI | 54901 | Public | No | Large |
| 240462 | University of Wisconsin-Platteville | Platteville | WI | 53818 | Public | No | Medium |
| 240471 | University of Wisconsin-River Falls | River Falls | WI | 54022 | Public | No | Medium |

| | | | | | | | |
|--------|---|----------------|----|-------|---------|-----|--------|
| 240480 | University of Wisconsin-Stevens Point | Stevens Point | WI | 54481 | Public | No | Medium |
| 240417 | University of Wisconsin-Stout | Menomonie | WI | 54751 | Public | No | Large |
| 240426 | University of Wisconsin-Superior | Superior | WI | 54880 | Public | No | Medium |
| 240189 | University of Wisconsin-Whitewater | Whitewater | WI | 53190 | Public | No | Large |
| 154493 | Upper Iowa University | Fayette | IA | 52142 | Private | No | Small |
| 206349 | Ursuline College | Pepper Pike | OH | 44124 | Private | No | Medium |
| 197045 | Utica College | Utica | NY | 13502 | Private | No | Small |
| 141264 | Valdosta State University | Valdosta | GA | 31698 | Public | No | Large |
| 152600 | Valparaiso University | Valparaiso | IN | 46383 | Private | No | Small |
| 216597 | Villanova University | Villanova | PA | 19085 | Private | No | Large |
| 234155 | Virginia State University | Petersburg | VA | 23806 | Public | Yes | Medium |
| 240107 | Viterbo University | La Crosse | WI | 54601 | Private | No | Large |
| 197197 | Wagner College | Staten Island | NY | 10301 | Private | No | Medium |
| 236896 | Walla Walla University | College Place | WA | 99324 | Private | No | Medium |
| 206437 | Walsh University | North Canton | OH | 44720 | Private | No | Small |
| 156082 | Washburn University | Topeka | KS | 66621 | Public | No | Medium |
| 229780 | Wayland Baptist University | Plainview | TX | 79072 | Private | No | Medium |
| 181783 | Wayne State College | Wayne | NE | 68787 | Public | No | Medium |
| 216694 | Waynesburg University | Waynesburg | PA | 15370 | Private | No | Medium |
| 230782 | Weber State University | Ogden | UT | 84408 | Public | No | Medium |
| 179894 | Webster University | Saint Louis | MO | 63119 | Private | No | Large |
| 216764 | West Chester University of Pennsylvania | West Chester | PA | 19383 | Public | No | Large |
| 229814 | West Texas A & M University | Canyon | TX | 79016 | Public | No | Large |
| 200004 | Western Carolina University | Cullowhee | NC | 28723 | Public | No | Large |
| 130776 | Western Connecticut State University | Danbury | CT | 6810 | Public | No | Large |
| 149772 | Western Illinois University | Macomb | IL | 61455 | Public | No | Large |
| 106102 | Western International University | Phoenix | AZ | 85021 | Profit | No | Medium |
| 157951 | Western Kentucky University | Bowling Green | KY | 42101 | Public | No | Large |
| 168254 | Western New England College | Springfield | MA | 1119 | Private | No | Large |
| 188304 | Western New Mexico University | Silver City | NM | 88061 | Public | No | Medium |
| 210429 | Western Oregon University | Monmouth | OR | 97361 | Public | No | Large |
| 237011 | Western Washington University | Bellingham | WA | 98225 | Public | No | Large |
| 168263 | Westfield State College | Westfield | MA | 1086 | Public | No | Medium |
| 230807 | Westminster College | Salt Lake City | UT | 84105 | Private | No | Medium |
| 238078 | Wheeling Jesuit University | Wheeling | WV | 26003 | Private | No | Small |

| | | | | | | | |
|--------|---|--------------|----|-------|---------|-----|--------|
| 168290 | Wheelock College | Boston | MA | 2215 | Private | No | Large |
| 237066 | Whitworth University | Spokane | WA | 99251 | Private | No | Small |
| 244190 | Widener University-Delaware Campus | Wilmington | DE | 19803 | Private | No | Small |
| 216931 | Wilkes University | Wilkes-Barre | PA | 18766 | Private | No | Large |
| 176479 | William Carey University | Hattiesburg | MS | 39401 | Private | No | Large |
| 187444 | William Paterson University of New Jersey | Wayne | NJ | 7470 | Public | No | Large |
| 179964 | William Woods University | Fulton | MO | 65251 | Private | No | Large |
| 175272 | Winona State University | Winona | MN | 55987 | Public | No | Medium |
| 218964 | Winthrop University | Rock Hill | SC | 29733 | Public | No | Large |
| 125897 | Woodbury University | Burbank | CA | 91510 | Private | No | Small |
| 168430 | Worcester State College | Worcester | MA | 1602 | Public | No | Medium |
| 206622 | Xavier University | Cincinnati | OH | 45207 | Private | No | Large |
| 160904 | Xavier University of Louisiana | New Orleans | LA | 70125 | Private | Yes | Small |
| 206695 | Youngstown State University | Youngstown | OH | 44555 | Public | No | Large |

APPENDIX B

GEOGRAPHICAL CLASSIFICATIONS FOR PUBLICLY-CONTROLLED CARNEGIE
CLASSIFIED MASTER'S COLLEGES AND UNIVERSITIES

GEOGRAPHICAL CLASSIFICATIONS FOR PUBLICLY-CONTROLLED CARNEGIE CLASSIFIED
MASTER'S COLLEGES AND UNIVERSITIES

Note: Each listing includes the following data from left to right:

Column 1: Classification

L = Large

M = Medium

S = Small

R = Rural

U = Urban

Sub = Suburban

Y = Historical Black College of University (HBCU)

Z = Hispanic Serving Institution (HSI)

X = Special Use

Column 2: Name of Institution

Column 3: Participation in the American Association of State Colleges and Universities (AASCU)—(Yes or No)

Column 4: City

Column 5: Name of Metropolitan Statistical Area (MSA) or Primary Metropolitan Statistical Area (PMSA)—
(if not in a MSA or PMSA, coded as N/A)

Column 6: Total population of MSA or PMSA, if not in a MSA or PMSA total population of city location

| Class. | | AASCU | City | MSA/PMSA | Population |
|---------|--|-------|-----------------|---|------------|
| | Alabama | | | | |
| Y-L-R | Alabama A&M University | yes | Normal | Huntsville, AL, MSA | 342,376 |
| Y-L-R | Alabama State University | yes | Montgomery | Montgomery, AL, MSA | 333,055 |
| L-R | Auburn University at Montgomery | yes | Montgomery | Montgomery, AL, MSA | 333,055 |
| L-R | Jacksonville State University | yes | Jacksonville | Anniston, AL, MSA | 112,249 |
| L-R | Troy University | yes | Troy | N/A | 11,903 |
| M-Sub | University of Montevallo | yes | Montevallo | Birmingham, AL, MSA | 921,106 |
| L-R | University of North Alabama | yes | Florence | Florence, AL, MSA | 142,950 |
| L-U | University of South Alabama | yes | Mobile | Mobile, AL, MSA | 540,258 |
| M-R | University of West Alabama | yes | Livingston | N/A | 3,297 |
| | Alaska | | | | |
| L-R | University of Alaska Anchorage | yes | Anchorage | Anchorage, AK, MSA | 260,283 |
| S-R | University of Alaska Southeast | yes | Juneau | Native Alaskan Area | 71,507 |
| | Arkansas | | | | |
| L-R | Arkansas State University- Jonesboro | yes | Jonesboro | Jonesboro, AR, MSA | 82,148 |
| M-R | Arkansas Tech University | yes | Russellville | N/A | 26,635 |
| M-R | Henderson State University | yes | Arkadelphia | N/A | 10,565 |
| S-R | University of Arkansas at Monticello | yes | Monticello | N/A | 9,146 |
| L-Sub | University of Central Arkansas | yes | Conway | Little Rock--North Little Rock, AR, MSA | 583,845 |
| | Arizona | | | | |
| L-Sub | Arizona State University at the West Campus | no | Glendale | Phoenix--Mesa, AZ, MSA | 3,251,876 |
| M-U | Arizona State University at the Polytechnic Campus | no | Mesa | Phoenix--Mesa, AZ, MSA | 3,251,876 |
| | California | | | | |
| L-R | California Polytechnic State University San Luis Obispo | yes | San Luis Obispo | San Luis Obispo--Atascadero Paso Robles, CA, MSA | 246,681 |
| Z-L-Sub | California State Polytechnic University- Pomona | yes | Pomona | Los Angeles--Long Beach, CA, PMSA | 9,519,338 |
| Z-L-U | California State University- Bakersfield | yes | Bakersfield | Bakersfield, CA, MSA | 661,645 |
| L-R | California State University- Chico | yes | Chico | Chico--Paradise, CA, MSA | 203,171 |
| Z-L-Sub | California State University- Dominguez Hills | yes | Carson | Los Angeles--Long Beach, CA, PMSA | 9,159,338 |
| L-Sub | California State University- East Bay | yes | Hayward | Oakland, CA, PMSA | 2,392,557 |
| Z-L-U | California State University- Fresno | yes | Fresno | Fresno, CA, MSA | 922,516 |
| Z-L-Sub | California State University- Fullerton | yes | Fullerton | Orange County, CA, PMSA | 2,846,289 |
| Z-L-U | California State University- Long Beach | yes | Long Beach | Los Angeles--Long Beach, CA, PMSA | 9,159,338 |
| Z-L-U | California State University- Los Angeles | yes | Los Angeles | Los Angeles--Long Beach, CA, PMSA | 9,159,338 |

| | | | | | |
|-----------------------------|---|-----|------------------|-------------------------------------|-----------|
| Z-L-Sub | California State University- Northridge | yes | Northridge | Los Angeles--Long Beach, CA, PMSA | 9,159,338 |
| L-U | California State University- Sacramento | yes | Sacramento | Sacramento, CA, PMSA | 1,628,197 |
| Z-L-U | California State University- San Bernardino | yes | San Bernardino | Riverside--San Bernardino, CA, PMSA | 3,254,821 |
| M-Sub | California State University- San Marcos | yes | San Marcos | San Diego, CA, MSA | 2,813,833 |
| Z-M-R | California State University- Stanislaus | yes | Turlock | Modesto, CA, MSA | 446,997 |
| M-R | Humbolt State University | yes | Arcata | N/A | 30,429 |
| L-X | Naval Postgraduate School | no | Monterey | Salinas, Ca, MSA | 401,762 |
| L-U | San Francisco State University | yes | San Francisco | San Francisco, CA, PMSA | 1,731,183 |
| L-U | San Jose State University | yes | San Jose | San Jose, CA, PMSA | 1,682,585 |
| L-R | Sonoma State University | yes | Rohnert Park | Santa Rosa, CA, PMSA | 458,614 |
| Colorado | | | | | |
| Z-L-R | Adams State College | yes | Alamosa | N/A | 9,238 |
| L-U | University of Colorado- Colorado Springs | yes | Colorado Springs | Colorado Springs, CO, MSA | 516,929 |
| Connecticut | | | | | |
| L-Sub | Central Connecticut State University | yes | New Britain | Hartford, CT, MSA | 1,183,110 |
| M-Sub | Eastern Connecticut State University | yes | Willimantic | Hartford, CT, MSA | 1,183,110 |
| L-U | Southern Connecticut State University | yes | New Haven | New Haven--Meriden, CT, PMSA | 542,149 |
| L-R | Western Connecticut State University | yes | Danbury | Danbury, CT, PMSA | 217,980 |
| District of Columbia | | | | | |
| Y-S-U | University of District of Columbia | yes | Washington DC | Washington, DC--MD--VA--WV, PMSA | 4,923,153 |
| Delaware | | | | | |
| Y-S-R | Delaware State University | yes | Dover | Dover, DE, MSA | 126,697 |
| Florida | | | | | |
| L-R | Florida Gulf Coast University | yes | Fort Myers | Fort Myers--Cape Coral, FL, MSA | 440,888 |
| L-U | University of North Florida | yes | Jacksonville | Jacksonville, FL, MSA | 1,100,491 |
| Georgia | | | | | |
| Y-M-R | Albany State University | yes | Albany | Albany, GA, MSA | 120,822 |
| L-R | Armstrong Atlantic State University | yes | Savannah | Savannah, GA, MSA | 293,000 |
| M-R | Augusta State University | yes | Augusta | Augusta--Aiken, GA--SC, MSA | 477,441 |
| L-R | Columbus State University | yes | Columbus | Columbus, GA--AL, MSA | 274,624 |
| Y-S-R | Fort Valley State University | yes | Fort Valley | Macon, GA, MSA | 322,549 |
| L-R | Georgia College and State University | yes | Milledgeville | N/A | 29,562 |
| M-R | Georgia Southwestern State University | yes | Americus | N/A | 18,825 |
| L-Sub | Kennesaw State University | yes | Kennesaw | Atlanta, GA, MSA | 4,112,198 |
| M-R | North Georgia College and State University | yes | Dahlonega | N/A | 3,064 |

| | | | | | |
|-----------------|--|-----|------------------|------------------------------------|-----------|
| Y-S-R | Savannah State University | yes | Savannah | Savannah, GA, MSA | 293,000 |
| M-Sub | Southern Polytechnic State University | yes | Marietta | Atlanta, GA, MSA | 4,112,198 |
| L-Sub | University of West Georgia | yes | Carrollton | Atlanta, GA, MSA | 4,112,198 |
| L-R | Valdosta State University | yes | Valdosta | N/A | 57,647 |
| Guam | | | | | |
| M-R | University of Guam | yes | Mangilao | N/A | |
| Iowa | | | | | |
| L-R | University of Northern Iowa | yes | Cedar Falls | Waterloo--Cedar Fall, IA, MSA | 128,012 |
| Idaho | | | | | |
| L-R | Boise State University | yes | Boise | Boise City, MSA | 432,345 |
| Illinois | | | | | |
| L-U | Chicago State University | yes | Chicago | Chicago, IL, PMSA | 8,272,768 |
| L-R | Eastern Illinois University | yes | Charleston | N/A | 21,200 |
| L-Sub | Governors State University | yes | University Park | Chicago, IL, PMSA | 8,272,768 |
| Z-L-U | Northeastern Illinois University | yes | Chicago | Chicago, IL, PMSA | 8,272,768 |
| L-Sub | Southern Illinois University at Edwardsville | yes | Edwardsville | St. Louis, MO--IL, MSA | 2,603,607 |
| L-R | University of Illinois at Springfield | yes | Springfield | Springfield, IL, MSA | 201,437 |
| L-R | Western Illinois University | yes | Macomb | N/A | 19,254 |
| Indiana | | | | | |
| S-U | Indiana University Northwest | yes | Gary | Gary, IN, PMSA | 631,362 |
| L-Sub | Indiana University Southeast | yes | New Albany | Louisville, KY--IN, MSA | 1,025,598 |
| L-R | Indiana University South Bend | yes | South Bend | South Bend, IN, MSA | 265,559 |
| M-U | Indiana University- Purdue University Fort Wayne | yes | Fort Wayne | Fort Wayne, IN, MSA | 502,141 |
| M-Sub | Purdue University Calumet | yes | Hammond | Gary, IN, PMSA | 631,362 |
| M-R | University of Southern Indiana | yes | Evansville | Evansville--Henderson, IN--KY, MSA | 296,195 |
| Kansas | | | | | |
| L-R | Emporia State University | yes | Emporia | N/A | 26,876 |
| L-R | Fort Hays State University | yes | Hays | N/A | 20,499 |
| L-R | Pittsburg State University | yes | Pittsburg | N/A | 21,508 |
| M-R | Washburn University | yes | Topeka | Topeka, KS, MSA | 169,871 |
| Kentucky | | | | | |
| L-R | Eastern Kentucky University | yes | Richmond | Lexington, KY, MSA | 479,198 |
| L-R | Morehead State University | yes | Morehead | N/A | 5,914 |
| L-R | Murray State University | yes | Murray | N/A | 16,201 |
| L-Sub | Northern Kentucky University | yes | Highland Heights | Cincinnati, OH--KY--IN, PMSA | 1,646,395 |

| | | | | | |
|---------|--|-----|-----------------|--|-----------|
| L-R | Western Kentucky University | yes | Bowling Green | N/A | 58,314 |
| | Louisiana | | | | |
| Y-M-R | Grambling State University | yes | Grambling | N/A | 4,693 |
| M-R | Louisiana State University in Shreveport | yes | Shreveport | Shreveport--Bossier City, LA, MSA | 392,302 |
| L-R | McNeese State University | yes | Lake Charles | Lake Charles, LA, MSA | 183,577 |
| M-R | Nicholls State University | yes | Thibodaux | Houma, LA, MSA | 194,477 |
| L-R | Northwestern State University of Louisiana | yes | Natchitoches | N/A Native American Area | 19,020 |
| L-R | Southeastern Louisiana University | yes | Hammond | N/A | 43,458 |
| Y-L-U | Southern University and A & M College | no | Baton Rouge | Baton Rouge, LA, MSA | 602,894 |
| Y-M-U | Southern University at New Orleans | yes | New Orleans | New Orleans, LA, MSA | 1,337,726 |
| L-R | University of Louisiana at Monroe | yes | Monroe | Monroe, LA, MSA | 147,250 |
| | Maine | | | | |
| L-R | University of Southern Maine | yes | Portland | Portland, ME, MSA | 243,537 |
| | Maryland | | | | |
| Y-L-Sub | Bowie State University | yes | Bowie | Washington, DC--MD--VA--WV, PMSA | 4,923,153 |
| Y-M-U | Coppin State University | yes | Baltimore | Baltimore, MD, PMSA | 2,552,994 |
| L-R | Frostburg State University | yes | Frostburg | Cumberland, MD--WV, MSA | 102,008 |
| L-R | Salisbury University | yes | Salisbury | N/A | 59,426 |
| L-Sub | Towson University | yes | Towson | Baltimore, MD, PMSA | 2,552,994 |
| L-U | University of Baltimore | no | Baltimore | Baltimore, MD, PMSA | 2,552,994 |
| Y-S-R | University of Maryland Eastern Shore | yes | Princess Anne | N/A | 8,364 |
| L-Sub | University of Maryland University College | yes | Adelphi | Washington, DC--MD--VA--WV, PMSA | 4,923,153 |
| | Massachusetts | | | | |
| L-R | Bridgewater State College | yes | Bridgewater | Brockton, MA, PMSA | 255,459 |
| L-R | Fitchburg State College | yes | Fitchburg | Fitchburg--Leominster, MA, PMSA | 142,284 |
| L-Sub | Framingham State College | yes | Framingham | Boston, MA--NH, PMSA | 3,406,829 |
| L-Sub | Salem State College | yes | Salem | Boston, MA--NH, PMSA | 3,406,829 |
| L-R | University of Massachusetts Dartmouth | yes | North Dartmouth | New Bedford, MA, PMSA | 175,198 |
| M-Sub | Westfield State College | yes | Westfield | Springfield, MA, MSA | 591,932 |
| M-U | Worcester State College | yes | Worcester | Worcester, MA--CT, PMSA | 511,389 |
| | Michigan | | | | |
| L-Sub | Eastern Michigan University | yes | Ypsilanti | Ann Arbor, MI, PMSA | 578,736 |
| M-R | Ferris State University | yes | Big Rapids | N/A | 11,937 |
| L-Sub | Grand Valley State University | yes | Allendale | Grand Rapids--Muskegon Holland, MI, MSA | 1,088,514 |

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|----------------------|--------------------------------------|-----|----------------|-------------------------------------|-----------|
| L-R | Northern Michigan University | yes | Marquette | N/A | 24,431 |
| L-R | Saginaw Valley State University | yes | Saginaw | Saginaw--Bay City--Midland, MI, MSA | 403,700 |
| L-Sub | University of Michigan- Dearborn | yes | Dearborn | Detroit, MI, PMSA | 4,441,551 |
| M-R | University of Michigan- Flint | yes | Flint | Flint, MI, PMSA | 436,141 |
| Minnesota | | | | | |
| S-R | Bemidji State University | yes | Bemidji | N/A | 12,321 |
| L-R | Minnesota State University- Mankato | yes | Mankato | N/A | 47,115 |
| S-R | Minnesota State University Moorhead | yes | Moorhead | Fargo--Moorhead, ND--MN, MSA | 174,367 |
| M-U | Metropolitan State University | yes | Saint Paul | Minneapolis--St. Paul, MN--WI, MSA | 2,968,806 |
| S-R | Southwest Minnesota State University | yes | Marshall | N/A | 12,650 |
| L-R | St. Cloud State University | yes | Saint Cloud | Saint Cloud, MN, MSA | 167,392 |
| M-R | University of Minnesota- Duluth | yes | Duluth | Duluth--Superior, MN--WI, MSA | 243,815 |
| M-R | Winona State University | yes | Winona | N/A | 29,440 |
| Missouri | | | | | |
| Y-S-R | Lincoln University of Missouri | yes | Jefferson City | N/A | 53,714 |
| M-R | Northwest Missouri State University | yes | Maryville | N/A | 11,582 |
| L-R | Southeast Missouri State University | yes | Cape Girardeau | N/A | 46,968 |
| L-R | Missouri State University | yes | Springfield | Springfield, MO, MSA | 325,721 |
| M-R | Truman State University | yes | Kirkville | N/A | 16,988 |
| L-R | University of Central Missouri | yes | Warrensburg | N/A | 18,025 |
| Mississippi | | | | | |
| Y-M-R | Alcorn State University | yes | Alcorn State | N/A | N/A |
| M-R | Delta State University | yes | Cleveland | N/A | 13,841 |
| Y-S-R | Mississippi Valley State University | yes | Itta Bena | N/A | 2,208 |
| S-R | Mississippi University for Women | yes | Columbus | N/A | 33,066 |
| Montana | | | | | |
| M-R | Montana State University- Billings | yes | Billings | Billings, MT, MSA | 129,352 |
| Nebraska | | | | | |
| M-R | University of Nebraska at Kearney | yes | Kearney | N/A | N/A |
| L-U | University of Nebraska at Omaha | yes | Omaha | Omaha, NE--IA, MSA | 716,998 |
| M-R | Wayne State College | yes | Wayne | N/A | 5,513 |
| New Hampshire | | | | | |
| S-R | Keene State College | yes | Keene | N/A | 21,436 |
| L-R | Plymouth State University | yes | Plymouth | N/A | 3,957 |
| New Jersey | | | | | |
| L-Sub | Montclair State University | yes | Montclair | Newark, NJ, PMSA | 2,032,989 |

| | | | | | |
|-------------------|--|-----|------------------|-------------------------------------|-----------|
| Z-L-U | New Jersey City University | yes | Jersey City | Jersey City, NJ, PMSA | 608,975 |
| L-Sub | Kean University | no | Union | Newark, NJ, PMSA | 2,032,989 |
| S-Sub | Ramapo College | yes | Mahwah | Bergen--Passaic, NJ, PMSA | 1,373,167 |
| L-Sub | Rowan University | yes | Glassboro | Philadelphia, PA--NJ, PMSA | 5,100,931 |
| S-R | The Richard Stockton College of New Jersey | yes | Pomona | | |
| M-Sub | Rutgers University- Camden | no | Camden | Philadelphia, PA--NJ, PMSA | 5,100,931 |
| L-R | The College of New Jersey | yes | Ewing | Trenton, NJ, PMSA | 350,761 |
| L-Sub | William Patterson University of New Jersey | yes | Wayne | Bergen--Passaic, NJ, PMSA | 1,373,167 |
| New Mexico | | | | | |
| Z-S-R | Eastern New Mexico University | yes | Portales | N/A | 11,625 |
| Z-L | New Mexico Highlands University | yes | Las Vegas | N/A | 17,892 |
| M-R | New Mexico Institute of Mining | no | Socorro | N/A | 8,399 |
| Z-M-R | Western New Mexico University | yes | Silver City | N/A | 11,950 |
| New York | | | | | |
| L-U | The City University of New York Bernard Baruck College | yes | New York | New York, NY, PMSA | 9,314,235 |
| L-Sub | The City University of New York, Brooklyn College | yes | Brooklyn | New York, NY, PMSA | 9,314,235 |
| Z-L-U | The City University of New York, City College | yes | New York | New York, NY, PMSA | 9,314,235 |
| L-Sub | The City University of New York College of Staten Island | yes | Staten Island | New York, NY, PMSA | 9,314,235 |
| L-U | The City University of New York, Hunter College | yes | New York | New York, NY, PMSA | 9,314,235 |
| Z-L-Sub | The City University of New York, Lehman College | yes | Bronx | New York, NY, PMSA | 9,314,235 |
| L-U | The City University of New York, John Jay College of Criminal Justice | yes | New York | New York, NY, PMSA | 9,314,235 |
| L-Sub | The City University of New York, Queens College | yes | Flushing | New York, NY, PMSA | 9,314,235 |
| L-Sub | State University of New York, Brockport | yes | Brockport | Rochester, NY, MSA | 1,098,201 |
| L-U | State University of New York, College at Buffalo | yes | Buffalo | Buffalo--Niagara Falls, NY, MSA | 1,170,111 |
| L-R | State University of New York, Cortland | yes | Cortland | N/A | 26,820 |
| S-Sub | State University of New York, Empire State College | yes | Saratoga Springs | Albany--Schenectady--Troy, NY, PMSA | 875,583 |
| L-R | State University of New York, Fredonia | yes | Fredonia | Jamestown, NY, MSA | 139,750 |
| M-Sub | State University of New York, Geneseo | yes | Geneseo | Rochester, NY, MSA | 1,098,201 |
| L-R | State University of New York, New Paltz | yes | New Paltz | N/A | 10,751 |
| S-R | State University of New York, Oneonta | yes | Oneonta | N/A | 13,292 |
| L-Sub | State University of New York, Oswego | yes | Oswego | Syracuse, NY, MSA | 732,117 |
| L-R | State University of New York, Plattsburgh | yes | Plattsburgh | N/A | 27,076 |

| | | | | | |
|-----------------------|--|-----|------------------|--|-----------|
| L-R | State University of New York, Potsdam | yes | Potsdam | N/A | 9,103 |
| M-R | State University of New York Institute of Technology at Utica-Rome | no | Utica | Utica--Rome, NY, MSA | 299,896 |
| North Carolina | | | | | |
| L-R | Appalachian State University | yes | Boone | N/A | 17,151 |
| Y-S-R | Fayetteville State University | yes | Fayetteville | Fayetteville, NC, MSA Raleigh--Durham--Chapel Hill, NC, MSA | 302,963 |
| Y-L-U | North Carolina Central University | yes | Durham | MSA | 1,187,941 |
| M-R | University of North Carolina at Pembroke | yes | Pembroke | N/A Native American Area | 474,100 |
| L-R | University of North Carolina at Wilmington | yes | Wilmington | Wilmington, NC, MSA | 233,450 |
| L-R | Western Carolina University | yes | Cullowhee | N/A | 7,177 |
| North Dakota | | | | | |
| S-R | Minot State University | yes | Minot | N/A | 37,679 |
| Ohio | | | | | |
| L-U | Youngstown State University | yes | Youngstown | Youngstown--Warren, OH, MSA | 594,746 |
| Oklahoma | | | | | |
| M-R | Cameron University | yes | Lawton | Lawton, OK, MSA | 114,996 |
| L-R | East Central University | yes | Ada | N/A Native American Area | 277,416 |
| L-R | Northeastern State University | yes | Tahlequah | N/A Native American Area | 462,327 |
| M-R | Southeastern Oklahoma State University | yes | Durant | N/A-Native American Area | 277,416 |
| S-R | Southwestern Oklahoma State University | yes | Weatherford | N/A-Native American Area | 157,869 |
| L-Sub | University of Central Oklahoma | yes | Edmond | Oklahoma City, OK, MSA | 1,083,346 |
| Oregon | | | | | |
| M-R | Eastern Oregon University | yes | La Grande | N/A | 14,278 |
| L-R | Southern Oregon University | yes | Ashland | Medford--Ashland, OR, MSA | 181,269 |
| L-R | Western Oregon University | yes | Monmouth | Salem, OR, PMSA | 347,214 |
| Pennsylvania | | | | | |
| L-Sub | Bloomsburg University of Pennsylvania | yes | Bloomsburg | Scranton--Wilkes--Barre Hazleton, PA, MSA | 624,776 |
| L-Sub | California University of Pennsylvania | yes | California | Pittsburgh, PA, MSA | 2,358,695 |
| Y-M-Sub | Cheyney University of Pennsylvania | yes | Cheyney | Philadelphia, PA--NJ, PMSA | 5,100,931 |
| L-R | Clarion University of Pennsylvania | yes | Clarion | N/A | 9,001 |
| L-R | East Stroudsburg University of Pennsylvania | yes | East Stroudsburg | N/A | 40,664 |
| L-R | Edinboro University of Pennsylvania | no | Edinboro | Eri, PA, MSA | 280,843 |
| L-R | Kutztown University of Pennsylvania | yes | Kutztown | Reading, PA, MSA | 373,638 |
| Y-M- | Lincoln University of Pennsylvania | yes | Lincoln | Philadelphia, PA--NJ, PMSA | 5,100,931 |

| | | | University | | |
|-----------------------|---|-----|---------------|--|-----------|
| Sub | | | | | |
| S-R | Lock Haven University of Pennsylvania | yes | Lock Haven | N/A | 24,189 |
| S-R | Mansfield University of Pennsylvania | yes | Mansfield | N/A | 3,996 |
| L-R | Millersville University of Pennsylvania | yes | Millersville | Lancaster, PA, MSA | 470,658 |
| L-Sub | Penn State Harrisburg | yes | Middletown | Harrisburg--Lebanon--Carlisle, PA, MSA | 629,401 |
| L-Sub | Pennsylvania State University- Great Valley | no | Malvern | Philadelphia, PA--NJ, PMSA | 5,100,931 |
| L-Sub | Shippensburg University of Pennsylvania | yes | Shippensburg | Harrisburg--Lebanon--Carlisle, PA, MSA | 629,401 |
| L-Sub | Slippery Rock University of Pennsylvania | yes | Slippery Rock | Pittsburgh, PA, MSA | 2,358,695 |
| L-Sub | West Chester University of Pennsylvania | yes | West Chester | Philadelphia, PA--NJ, PMSA | 5,100,931 |
| Puerto Rico | | | | | |
| Z-L-R | University of Puerto Rico, Mayaguez | yes | | | |
| Rhode Island | | | | | |
| L-U | Rhode Island College | yes | Providence | Providence--Fall River Warwick, RI--MA, MSA | 1,188,613 |
| South Carolina | | | | | |
| M-U | College of Charleston | yes | Charleston | Charleston--North Charleston, SC, MSA | 549,033 |
| S-R | Francis Marion University | yes | Florence | Florence, SC, MSA | 125,761 |
| L-U | The Citadel | yes | Charleston | Charleston--North Charleston, SC, MSA | 549,033 |
| L-U | Winthrop University | yes | Rock Hill | Charlotte--Gastonia Rock Hill, NC-SC, MSA | 1,499,293 |
| Tennessee | | | | | |
| M-R | Austin Peay State University | yes | Clarksville | Clarksville--Hopkinsville, TN--KY, MSA | 207,033 |
| L-Sub | Middle Tennessee State University | yes | Murfreesboro | Nashville, TN, MSA | 1,231,311 |
| L-R | Tennessee Technological University | yes | Cookeville | N/A | 34,784 |
| L-R | University of Tennessee- Chattanooga | yes | Chattanooga | Chattanooga, TN--GA, MSA | 465,161 |
| M-R | University of Tennessee- Martin | yes | Martin | N/A | 9,735 |
| Texas | | | | | |
| M-R | Angelo State University | yes | San Angelo | San Angelo, TX, MSA | 104,010 |
| L-R | Lamar University | yes | Beaumont | Beaumont--Port Arthur, TX, MSA | 385,090 |
| M-R | Midwestern State University | yes | Wichita Falls | Wichita Falls, TX, MSA | 140,518 |
| Y-L | Prairie View A & M University | yes | Prairie View | N/A | N/A |
| L-R | Sam Houston State University | yes | Huntsville | N/A | 33,656 |
| L-R | Stephen F. Austin State University | yes | Nacogdoches | N/A | 30,877 |
| Z-L | Sul Ross State University | yes | Alpine | N/A | 5,906 |
| L-R | Tarleton State University | yes | Stephenville | N/A | 15,140 |
| Z-M-R | Texas A & M International University | yes | Laredo | Laredo, TX, MSA | 193,117 |

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|----------------------|--|-----|----------------|---|-----------|
| Z-L | Texas A & M University- Corpus Christi | yes | Corpus Christi | Corpus Christi, TX, MSA | 380,783 |
| M-R | Texas A & M University- Texarkana | yes | Texarkana | Texarkana, TX--AR, MSA | 129,749 |
| L-U | Texas State University- San Marcos | yes | San Marcos | Austin--San Marcos, TX, MSA | 1,249,763 |
| Y-M-U | Texas Southern University | yes | Houston | Houston, TX, PMSA | 4,177,646 |
| L-U | University of Houston- Clear Lake | yes | Houston | Houston, TX, PMSA | 4,177,646 |
| L-R | University of Houston- Victoria | yes | Victoria | Victoria, TX, MSA | 84,088 |
| Z-M-R | University of Texas at Brownsville | yes | Brownsville | Brownsville--Harlingen San Benito, TX, MSA | 335,227 |
| Z-M-R | University of Texas at Permian Basin | yes | Odessa | Odessa--Midland, TX, MSA | 237,132 |
| Z-L-U | University of Texas at San Antonio | yes | San Antonio | San Antonio, TX, MSA | 1,592,383 |
| L-R | University of Texas at Tyler | yes | Tyler | Tyler, TX, MSA | 174,706 |
| Z-L-U | University of Texas- Pan American | yes | Edinburg | McAllen--Edinburg--Mission, TX, MSA | 569,463 |
| L-R | West Texas A & M University | yes | Canyon | Amarillo, TX, MSA | 217,858 |
| Utah | | | | | |
| S-R | Southern Utah University | yes | Cedar City | N/A | 21,978 |
| M-U | Weber State University | yes | Ogden | Salt Lake City--Ogden, UT, MSA | 1,333,914 |
| Vermont | | | | | |
| S-R | Castleton State College | yes | Castleton | N/A | 3,910 |
| S-R | Johnson State College | yes | Johnson | N/A | 3,274 |
| Virginia | | | | | |
| L-R | James Madison University | yes | Harrisonburg | N/A | 52,647 |
| M-R | Longwood University | yes | Farmville | N/A | 6,029 |
| Y-L-U | Norfolk State University | no | Norfolk | Norfolk--Virginia Beach Newport News, VA-NC, MSA | 1,569,541 |
| L-R | Radford University | yes | Radford | N/A | 23,506 |
| M-Sub | University of Mary Washington | yes | Fredericksburg | Washington, DC--MD--VA--WV, PMSA | 4,923,153 |
| Y-M-U | Virginia State University | no | Petersburg | Richmond--Petersburg, VA, MSA | 996,512 |
| Washington | | | | | |
| L-R | Central Washington University | yes | Ellensburg | N/A | 16,675 |
| L-R | Eastern Washington University | yes | Cheney | Spokane, WA, MSA | 417,939 |
| L-R | Western Washington University | yes | Bellingham | Bellingham, WA, MSA | 166,814 |
| S-R | The Evergreen State College | no | Olympia | Olympia, WA, PMSA | 207,355 |
| S-Sub | University of Washington, Bothell Campus | no | Bothell | Seattle--Bellevue--Everett, WA, PMSA | 2,414,616 |
| M-U | University of Washington, Tacoma | yes | Tacoma | Tacoma, WA, PMSA | 700,820 |
| West Virginia | | | | | |

| | | | | | |
|-------|--|-----|---------------|--|-----------|
| L-R | Marshall University | yes | Huntington | Huntington--Ashland WV--KY--OH, MSA | 315,538 |
| | Wisconsin | | | | |
| M-R | University of Wisconsin- Eau Claire | yes | Eau Claire | Eau Claire, WI, MSA | 148,337 |
| L-R | University of Wisconsin- La Crosse | yes | Lacrosse | Lacrosse, WI--MN, MSA | 126,838 |
| L-R | University of Wisconsin- Oshkosh | yes | Oshkosh | Appleton--Oshkosh--Neenah, WI, MSA | 358,365 |
| M-R | University of Wisconsin- Platteville | yes | Platteville | N/A | 10,012 |
| M-Sub | University of Wisconsin- River Falls | yes | River Falls | Minneapolis--St. Paul, MN--WI, MSA | 2,968,806 |
| M-R | University of Wisconsin- Stevens Point | yes | Stevens Point | N/A | 40,983 |
| L-R | University of Wisconsin- Stout | yes | Menomonie | N/A | 16,550 |
| M-R | University of Wisconsin- Superior | yes | Superior | Duluth--Superior, MN--WI, MSA | 243,815 |
| L-R | University of Wisconsin- Whitewater | yes | Whitewater | N/A | 13,218 |

APPENDIX C

AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES
MEMBERSHIP AS OF SEPTEMBER 2008

AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES MEMBERSHIP
AS OF SEPTEMBER 2008

Note: Each listing includes the following data from left to right:

Column 1: Name of Institution

Column 2: City

Column 3: State

Column 4: Zip Code

AASCU Membership as of September 2008

| | City | State | Zip |
|---------------------------------------|------------------|-------|-------|
| ALABAMA | | | |
| Alabama A&M University | Normal | AL | 35762 |
| Alabama State University | Montgomery | AL | 36101 |
| Athens State University | Athens | AL | 35611 |
| Auburn University Montgomery | Montgomery | AL | 36117 |
| Jacksonville State University | Jacksonville | AL | 36265 |
| Troy University | Troy | AL | 36082 |
| University of Montevallo | Montevallo | AL | 35115 |
| University of North Alabama | Florence | AL | 35632 |
| University of South Alabama | Mobile | AL | 36688 |
| University of West Alabama | Livingston | AL | 35470 |
| ALASKA | | | |
| University of Alaska Anchorage | Anchorage | AK | 99508 |
| University of Alaska Southeast | Juneau | AK | 99801 |
| University of Alaska Statewide System | Fairbanks | AK | 99775 |
| ARKANSAS | | | |
| Arkansas State University Jonesboro | State University | AR | 72467 |
| Arkansas State University System | State University | AR | 72467 |
| Arkansas Tech University | Russellville | AR | 72801 |
| Henderson State University | Arkadelphia | AR | 71999 |
| Southern Arkansas University | Magnolia | AR | 71753 |
| University of Arkansas - Fort Smith | Fort Smith | AR | 72913 |
| University of Arkansas at Little Rock | Little Rock | AR | 72204 |
| University of Arkansas at Monticello | Monticello | AR | 71656 |
| University of Arkansas System | Little Rock | AR | 72204 |
| University of Central Arkansas | Conway | AR | 72035 |
| ARIZONA | | | |
| Arizona Board of Regents | Phoenix | AZ | 85004 |

| | | | |
|--|-----------------|----|-------|
| Northern Arizona University | Flagstaff | AZ | 86011 |
| CALIFORNIA | | | |
| California Maritime Academy | Vallejo | CA | 94590 |
| California Polytechnic State University, San Luis Obispo | San Luis Obispo | CA | 93407 |
| California State Polytechnic University, Pomona | Pomona | CA | 91768 |
| California State University Bakersfield | Bakersfield | CA | 93311 |
| California State University Channel Islands | Camarillo | CA | 93012 |
| California State University Chico | Chico | CA | 95929 |
| California State University Dominguez Hills | Carson | CA | 90747 |
| California State University Fresno | Fresno | CA | 93740 |
| California State University Fullerton | Fullerton | CA | 92831 |
| California State University Long Beach | Long Beach | CA | 90840 |
| California State University Los Angeles | Los Angeles | CA | 90032 |
| California State University Monterey Bay | Seaside | CA | 93955 |
| California State University Northridge | Northridge | CA | 91330 |
| California State University Sacramento | Sacramento | CA | 95819 |
| California State University San Bernardino | San Bernardino | CA | 92407 |
| California State University San Marcos | San Marcos | CA | 92096 |
| California State University, East Bay | Hayward | CA | 94542 |
| California State University, Stanislaus | Turlock | CA | 95382 |
| Humboldt State University | Arcata | CA | 95521 |
| San Diego State University | San Diego | CA | 92182 |
| San Francisco State University | San Francisco | CA | 94132 |
| San Jose State University | San Jose | CA | 95192 |
| Sonoma State University | Rohnert Park | CA | 94928 |
| COLORADO | | | |
| Adams State College | Alamosa | CO | 81102 |
| Colorado State University-Pueblo | Pueblo | CO | 81001 |
| Fort Lewis College | Durango | CO | 81301 |

Mesa State College
Metropolitan State College of Denver
University of Northern Colorado
Western State College of Colorado

CONNECTICUT

Central Connecticut State University
Connecticut State University System
Eastern Connecticut State University
Southern Connecticut State University
Western Connecticut State University

DISTRICT OF COLUMBIA

Howard University
University of the District of Columbia

DELAWARE

Delaware State University

FLORIDA

Florida A&M University
Florida Atlantic University
Florida Gulf Coast University
New College of Florida
University of Central Florida
University of North Florida
University of South Florida Lakeland
University of South Florida St. Petersburg
University of West Florida

GEORGIA

Albany State University
Armstrong Atlantic State University
Augusta State University

Grand Junction CO 81501
Denver CO 80217
Greeley CO 80639
Gunnison CO 81231

New Britain CT 06050
Hartford CT 06105
Willimantic CT 06226
New Haven CT 06515
Danbury CT 06810

Washington DC 20008
Washington DC 20008

Dover DE 19901

Tallahassee FL 32307
Boca Raton FL 33431
Fort Myers FL 33965
Sarasota FL 34243
Orlando FL 32816
Jacksonville FL 32224
Lakeland FL 33803
Saint Petersburg FL 33701
Pensacola FL 32514

Albany GA 31705
Savannah GA 31419
Augusta GA 30904

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|--|---------------|----|-------|
| Board of Regents of the University System of Georgia | Atlanta | GA | 30334 |
| Clayton State University | Morrow | GA | 30260 |
| Columbus State University | Columbus | GA | 31907 |
| Dalton State College | Dalton | GA | 30720 |
| Fort Valley State University | Fort Valley | GA | 31030 |
| Georgia College & State University | Milledgeville | GA | 31061 |
| Georgia Southern University | Statesboro | GA | 30460 |
| Georgia Southwestern State University | Americus | GA | 31709 |
| Kennesaw State University | Kennesaw | GA | 30144 |
| Macon State College | Macon | GA | 31206 |
| North Georgia College & State University | Dahlonega | GA | 30597 |
| Savannah State University | Savannah | GA | 31404 |
| Southern Polytechnic State University | Marietta | GA | 30060 |
| University of West Georgia | Carrollton | GA | 30118 |
| Valdosta State University | Valdosta | GA | 31698 |
| GUAM | | | |
| University of Guam | Mangilao | GU | 96923 |
| HAWAII | | | |
| University of Hawaii at Hilo | Hilo | HI | 96720 |
| University of Hawaii System | Honolulu | HI | 96822 |
| IOWA | | | |
| Peru State College | Peru | IA | 68421 |
| University of Northern Iowa | Cedar Falls | IA | 50614 |
| IDAHO | | | |
| Boise State University | Boise | ID | 83725 |
| Lewis-Clark State College | Lewiston | ID | 83501 |
| ILLINOIS | | | |
| Chicago State University | Chicago | IL | 60628 |
| Eastern Illinois University | Charleston | IL | 61920 |

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|---|-----------------|----|-------|
| Governors State University | University Park | IL | 60466 |
| Illinois Board of Higher Education | Springfield | IL | 62701 |
| Illinois State University | Normal | IL | 61790 |
| Northeastern Illinois University | Chicago | IL | 60625 |
| Northern Illinois University | DeKalb | IL | 60115 |
| Southern Illinois University Carbondale | Carbondale | IL | 62901 |
| Southern Illinois University Edwardsville | Edwardsville | IL | 62026 |
| University of Illinois at Springfield | Springfield | IL | 62703 |
| Western Illinois University | Macomb | IL | 61455 |
| INDIANA | | | |
| Ball State University | Muncie | IN | 47306 |
| Indiana State University | Terra Haute | IN | 47809 |
| Indiana University East | Richmond | IN | 47374 |
| Indiana University Kokomo | Kokomo | IN | 46902 |
| Indiana University Northwest | Gary | IN | 46408 |
| Indiana University South Bend | South Bend | IN | 46634 |
| Indiana University Southeast | New Albany | IN | 47150 |
| Indiana University-Purdue University Fort Wayne | Fort Wayne | IN | 46805 |
| Indiana University-Purdue University Indianapolis | Indianapolis | IN | 46202 |
| Purdue University Calumet | Hammond | IN | 46323 |
| Purdue University North Central | Westville | IN | 46391 |
| University of Southern Indiana | Evansville | IN | 47712 |
| KANSAS | | | |
| Emporia State University | Emporia | KS | 66801 |
| Fort Hays State University | Hays | KS | 67601 |
| Pittsburg State University | Pittsburg | KS | 66762 |
| Washburn University | Topeka | KS | 66621 |
| KENTUCKY | | | |
| Eastern Kentucky University | Richmond | KY | 40475 |

| | | | |
|--|------------------|----|-------|
| Kentucky State University | Frankfort | KY | 40601 |
| Morehead State University | Morehead | KY | 40351 |
| Murray State University | Murray | KY | 42071 |
| Northern Kentucky University | Highland Heights | KY | 41099 |
| Western Kentucky University | Bowling Green | KY | 42101 |
| LOUISIANA | | | |
| Grambling State University | Grambling | LA | 71245 |
| Louisiana Board of Regents | Baton Rouge | LA | 70821 |
| Louisiana State University in Shreveport | Shreveport | LA | 71115 |
| Louisiana Tech University | Ruston | LA | 71272 |
| McNeese State University | Lake Charles | LA | 70609 |
| Nicholls State University | Thibodaux | LA | 70310 |
| Northwestern State University of Louisiana | Natchitoches | LA | 71497 |
| Southeastern Louisiana University | Hammond | LA | 70402 |
| Southern University at New Orleans | New Orleans | LA | 70126 |
| University of Louisiana at Lafayette | Lafayette | LA | 70503 |
| University of Louisiana at Monroe | Monroe | LA | 71209 |
| University of Louisiana System | Baton Rouge | LA | 70802 |
| MAINE | | | |
| University of Maine at Augusta | Augusta | ME | 04330 |
| University of Maine at Fort Kent | Fort Kent | ME | 04743 |
| University of Maine at Machias | Machias | ME | 04654 |
| University of Maine at Presque Isle | Presque Isle | ME | 04769 |
| University of Maine System | Bangor | ME | 04401 |
| University of Southern Maine | Portland | ME | 04103 |
| MARYLAND | | | |
| Bowie State University | Bowie | MD | 20715 |
| Coppin State University | Baltimore | MD | 21216 |
| Frostburg State University | Frostburg | MD | 21532 |

Morgan State University
 Salisbury University
 Towson University
 University of Maryland Baltimore County
 University of Maryland Eastern Shore
 University of Maryland University College
 University System of Maryland

MASSACHUSETTS

Bridgewater State College
 Fitchburg State College
 Framingham State College
 Massachusetts College of Liberal Arts
 Salem State College
 University of Massachusetts Boston
 University of Massachusetts Dartmouth
 Westfield State College
 Worcester State College

MICHIGAN

Central Michigan University
 Eastern Michigan University
 Ferris State University
 Grand Valley State University
 Lake Superior State University
 Michigan Technological University
 Northern Michigan University
 Oakland University
 Saginaw Valley State University
 University of Michigan - Dearborn
 University of Michigan - Flint

Baltimore MD 21251
 Salisbury MD 21801
 Towson MD 21252
 Baltimore MD 21250
 Princess Anne MD 21853
 Adelphi MD 20783
 Adelphi MD 20783

Bridgewater MA 02325
 Fitchburg MA 01420
 Framingham MA 01701
 North Adams MA 01247
 Salem MA 01970
 Boston MA 02125
 North Dartmouth MA 02747
 Westfield MA 01086
 Worcester MA 01602

Mount Pleasant MI 48859
 Ypsilanti MI 48197
 Big Rapids MI 49307
 Allendale MI 49401
 Marie MI 49783
 Houghton MI 49931
 Marquette MI 49855
 Rochester MI 48309
 Saginaw MI 48710
 Dearborn MI 48128
 Flint MI 48502

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|---|----------------|----|-------|
| Wayne State University | Detroit | MI | 48202 |
| Western Michigan University | Kalamazoo | MI | 49008 |
| MINNESOTA | | | |
| Bemidji State University | Bemidji | MN | 56601 |
| Metropolitan State University | Saint Paul | MN | 55106 |
| Minnesota State Colleges and Universities | Saint Paul | MN | 55101 |
| Minnesota State University Mankato | Mankato | MN | 56001 |
| Minnesota State University Moorhead | Moorhead | MN | 56563 |
| Southwest Minnesota State University | Marshall | MN | 56258 |
| St. Cloud State University | Saint Cloud | MN | 56301 |
| University of Minnesota Duluth | Duluth | MN | 55812 |
| Winona State University | Winona | MN | 55987 |
| MISSOURI | | | |
| Harris-Stowe State University | Saint Louis | MO | 63103 |
| Lincoln University of Missouri | Jefferson City | MO | 65102 |
| Missouri Southern State University | Joplin | MO | 64801 |
| Missouri State University | Springfield | MO | 65897 |
| Missouri Western State University | Saint Joseph | MO | 64501 |
| Northwest Missouri State University | Maryville | MO | 64468 |
| Southeast Missouri State University | Cape Girardeau | MO | 63701 |
| Truman State University | Kirksville | MO | 63501 |
| University of Central Missouri | Warrensburg | MO | 64093 |
| University of Missouri at Saint Louis | Saint Louis | MO | 63103 |
| MISSISSIPPI | | | |
| Alcorn State University | Alcorn State | MS | 39096 |
| Delta State University | Cleveland | MS | 38733 |
| Jackson State University | Jackson | MS | 39217 |
| Mississippi Institutions of Higher Learning | Jackson | MS | 39211 |
| Mississippi University for Women | Columbus | MS | 39701 |

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|---|-------------|----|-------|
| Mississippi Valley State University | Itta Bena | MS | 38941 |
| University of Southern Mississippi | Hattiesburg | MS | 39406 |
| MONTANA | | | |
| Montana State University, Billings | Billings | MT | 59101 |
| Montana State University, Northern | Havre | MT | 59501 |
| Montana Tech of The University of Montana | Butte | MT | 59701 |
| University of Montana Western | Dillon | MT | 59725 |
| NEBRASKA | | | |
| Chadron State College | Chadron | NE | 69337 |
| Nebraska State Colleges | Lincoln | NE | 68509 |
| University of Nebraska | Lincoln | NE | 68509 |
| University of Nebraska at Kearney | Kearney | NE | 68849 |
| University of Nebraska at Omaha | Omaha | NE | 68182 |
| Wayne State College | Wayne | NE | 68787 |
| NEVADA | | | |
| Nevada State College | Henderson | NV | 89002 |
| University of Nevada, Las Vegas | Las Vegas | NV | 89154 |
| NEW HAMPSHIRE | | | |
| Keene State College | Keene | NH | 03435 |
| Plymouth State University | Plymouth | NH | 03264 |
| University System of New Hampshire | | NH | |
| NEW JERSEY | | | |
| Montclair State University | Montclair | NJ | 07043 |
| New Jersey Association of State Colleges and Universities | Trenton | NJ | 08608 |
| New Jersey City University | Jersey City | NJ | 07305 |
| Ramapo College of New Jersey | Mahwah | NJ | 07430 |
| Richard Stockton College of New Jersey | Pomona | NJ | 08240 |
| Rowan University | Glassboro | NJ | 08028 |
| The College of New Jersey | Ewing | NJ | 08628 |

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|---|------------------|----|-------|
| Thomas Edison State College | Trenton | NJ | 08608 |
| William Paterson University of New Jersey | Wayne | NJ | 07470 |
| NEW MEXICO | | | |
| Eastern New Mexico University | Portales | NM | 88130 |
| New Mexico Higher Education Department | Santa Fe | NM | 87505 |
| New Mexico Highlands University | Las Vegas | NM | 87701 |
| Western New Mexico University | Silver City | NM | 88061 |
| NEW YORK | | | |
| City University of New York | New York | NY | 10075 |
| City University of New York Lehman College | Bronx | NY | 10468 |
| City University of New York, Baruch College | New York | NY | 10010 |
| City University of New York, Brooklyn College | Brooklyn | NY | 11210 |
| City University of New York, College of Staten Island | Staten Island | NY | 10314 |
| City University of New York, Hunter College | New York | NY | 10021 |
| City University of New York, John Jay College of Criminal Justice | New York | NY | 10019 |
| City University of New York, Medgar Evers College | Brooklyn | NY | 11225 |
| City University of New York, Queens College | Flushing | NY | 11367 |
| City University of New York, York College | Jamacia | NY | 11451 |
| The City College of New York, CUNY | New York | NY | 10075 |
| Farmingdale State College (SUNY) | Farmingdale | NY | 11735 |
| Purchase College, State University of New York | Purchase | NY | 10577 |
| State University of New York | New York | NY | 10018 |
| State University of New York - Empire State College | Saratoga Springs | NY | 12866 |
| State University of New York at Fredonia | Fredonia | NY | 14063 |
| State University of New York at New Paltz | New Paltz | NY | 12561 |
| State University of New York College at Brockport | Brockport | NY | 14420 |
| State University of New York College at Buffalo | Buffalo | NY | 14222 |
| State University of New York College at Cortland | Cortland | NY | 13045 |
| State University of New York at Geneseo | Geneseo | NY | 14454 |

| | | | |
|--|----------------|----|-------|
| State University of New York College at Old Westbury | Old Westbury | NY | 11568 |
| State University of New York College at Oneonta | Oneonta | NY | 13820 |
| State University of New York College at Oswego | Oswego | NY | 13126 |
| State University of New York College at Plattsburgh | Plattsburgh | NY | 12901 |
| State University of New York College at Potsdam | Potsdam | NY | 13676 |
| State University of New York College of Agriculture and Technology at Cobleskill | Cobleskill | NY | 12043 |
| State University of New York College of Technology at Alfred | Alfred | NY | 14802 |
| NORTH CAROLINA | | | |
| Appalachian State University | Boone | NC | 28608 |
| East Carolina University | Greenville | NC | 27858 |
| Elizabeth City State University | Elizabeth City | NC | 27909 |
| Fayetteville State University | Fayetteville | NC | 28301 |
| North Carolina Agricultural & Technical State University | Greensboro | NC | 27411 |
| North Carolina Central University | Durham | NC | 27707 |
| University of North Carolina at Asheville | Asheville | NC | 28804 |
| University of North Carolina at Charlotte | Charlotte | NC | 28223 |
| University of North Carolina at Greensboro | Greensboro | NC | 27402 |
| University of North Carolina at Pembroke | Pembroke | NC | 28372 |
| University of North Carolina at Wilmington | Wilmington | NC | 28403 |
| Western Carolina University | Cullowhee | NC | 28723 |
| Winston-Salem State University | Winston-Salem | NC | |
| NORTH DAKOTA | | | |
| Dickinson State University | Dickinson | ND | 58601 |
| Mayville State University | Mayville | ND | 58257 |
| Minot State University | Minot | ND | 58707 |
| North Dakota University System Office | Bismarck | ND | 58505 |
| University of North Dakota | Grand Forks | ND | 58202 |
| Valley City State University | Valley City | ND | 58072 |
| OHIO | | | |

| | | | |
|---|---------------|----|-------|
| Bowling Green State University | Bowling Green | OH | 43403 |
| Central State University | Wilberforce | OH | 45384 |
| Cleveland State University | Cleveland | OH | 44115 |
| Kent State University Stark Campus | North Canton | OH | 44720 |
| Shawnee State University | Portsmouth | OH | 45662 |
| The University of Akron | Akron | OH | 44325 |
| Wright State University | Dayton | OH | 45435 |
| Youngstown State University | Youngstown | OH | 44555 |
| OKLAHOMA | | | |
| Cameron University | Lawton | OK | 73505 |
| East Central University | Ada | OK | 74820 |
| Langston University | Langston | OK | 73050 |
| Northeastern State University | Tahlequah | OK | 74464 |
| Northwestern Oklahoma State University | Alva | OK | 73717 |
| Oklahoma Panhandle State University | Goodwell | OK | 73939 |
| Oklahoma State Regents for Higher Education | Oklahoma City | OK | 73104 |
| Rogers State University | Claremore | OK | 74017 |
| Southeastern Oklahoma State University | Durant | OK | 74701 |
| Southwestern Oklahoma State University | Weatherford | OK | 73096 |
| University of Central Oklahoma | Edmond | OK | 73034 |
| University of Science and Arts of Oklahoma | Chickasha | OK | 73018 |
| OREGON | | | |
| Eastern Oregon University | La Grande | OR | 97850 |
| Oregon Institute of Technology | Klamath Falls | OR | 97601 |
| Portland State University | Portland | OR | 97207 |
| Southern Oregon University | Ashland | OR | 97520 |
| Western Oregon University | Monmouth | OR | 97361 |
| PENNSYLVANIA | | | |
| Bloomsburg University of Pennsylvania | Bloomsburg | PA | 17815 |

| | | | |
|---|--------------------|----|-------|
| California University of Pennsylvania | California | PA | 15419 |
| Cheyney University of Pennsylvania | Cheyney | PA | 19319 |
| Clarion University of Pennsylvania | Clarion | PA | 16214 |
| East Stroudsburg University of Pennsylvania | East Stroudsburg | PA | 18301 |
| Indiana University of Pennsylvania | Indiana | PA | 15705 |
| Kutztown University of Pennsylvania | Kutztown | PA | 19530 |
| Lincoln University of Pennsylvania | Lincoln University | PA | 19352 |
| Lock Haven University of Pennsylvania | Lock Haven | PA | 17745 |
| Mansfield University of Pennsylvania | Mansfield | PA | 16933 |
| Millersville University of Pennsylvania | Millersville | PA | 17551 |
| Penn State Altoona | Altoona | PA | 16601 |
| Penn State Erie, The Behrend College | Erie | PA | 16563 |
| Penn State Harrisburg | Middletown | PA | 17057 |
| Pennsylvania State System of Higher Education | Harrisburg | PA | 17110 |
| Shippensburg University of Pennsylvania | Shippensburg | PA | 17257 |
| Slippery Rock University of Pennsylvania | Slippery Rock | PA | 16057 |
| University of Pittsburgh at Bradford | Bradford | PA | 16701 |
| University of Pittsburgh at Greensburg | Greensburg | PA | 15601 |
| University of Pittsburgh at Johnstown | Johnstown | PA | 15904 |
| West Chester University of Pennsylvania | West Chester | PA | 19383 |
| PUERTO RICO | | | |
| University of Puerto Rico at Arecibo | Arecibo | PR | 00614 |
| University of Puerto Rico at Bayamon | Bayamon | PR | 00960 |
| University of Puerto Rico at Carolina | Carolina | PR | 00984 |
| University of Puerto Rico at Humacao | Humacao | PR | 00791 |
| University of Puerto Rico Cayey | Cayey | PR | 00736 |
| University of Puerto Rico in Ponce | Ponce | PR | 00716 |
| University of Puerto Rico Mayaguez | Mayaguez | PR | 00681 |
| University of Puerto Rico Rio Piedras | Rio Piedras | PR | 00931 |

RHODE ISLAND

| | | | |
|----------------------|------------|----|-------|
| Rhode Island College | Providence | RI | 02908 |
|----------------------|------------|----|-------|

SOUTH CAROLINA

| | | | |
|--|-------------|----|-------|
| Clemson University | Clemson | SC | 29634 |
| Coastal Carolina University | Conway | SC | 29528 |
| College of Charleston | Charleston | SC | 29424 |
| Francis Marion University | Florence | SC | 29506 |
| Lander University | Greenwood | SC | 29649 |
| South Carolina State University | Orangeburg | SC | 29117 |
| The Citadel - The Military College of South Carolina | Charleston | SC | 29409 |
| University of South Carolina Aiken | Aiken | SC | 29801 |
| University of South Carolina Beaufort | Beaufort | SC | 29902 |
| University of South Carolina Upstate | Spartanburg | SC | 29303 |
| Winthrop University | Rock Hill | SC | 29733 |

SOUTH DAKOTA

| | | | |
|---|------------|----|-------|
| Black Hills State University | Spearfish | SD | 57799 |
| Dakota State University | Madison | SD | 57042 |
| Northern State University | Aberdeen | SD | 57401 |
| South Dakota Board of Regents | Pierre | SD | 57501 |
| South Dakota School of Mines and Technology | Rapid City | SD | 57701 |
| University of South Dakota | Vermillion | SD | 57069 |

TENNESSEE

| | | | |
|------------------------------------|--------------|----|-------|
| Austin Peay State University | Clarksville | TN | 37044 |
| East Tennessee State University | Johnson City | TN | 37614 |
| Middle Tennessee State University | Murfreesboro | TN | 37132 |
| Tennessee Board of Regents | Nashville | TN | 37217 |
| Tennessee State University | Nashville | TN | 37209 |
| Tennessee Technological University | Cookeville | TN | 38505 |
| University of Memphis | Memphis | TN | 38152 |

| | | | |
|--|----------------|----|-------|
| University of Tennessee | Knoxville | TN | 37996 |
| University of Tennessee at Chattanooga | Chattanooga | TN | 37403 |
| University of Tennessee at Martin | Martin | TN | 38238 |
| TEXAS | | | |
| Angelo State University | San Angelo | TX | 76909 |
| Lamar University | Beaumont | TX | 77705 |
| Midwestern State University | Wichita Falls | TX | 76308 |
| Prairie View A&M University | Prairie View | TX | 77446 |
| Sam Houston State University | Huntsville | TX | 77341 |
| Stephen F. Austin State University | Nacogdoches | TX | 75962 |
| Sul Ross State University | Alpine | TX | 79832 |
| Tarleton State University | Stephenville | TX | 76402 |
| Texas A&M International University | Laredo | TX | 78041 |
| Texas A&M University-Commerce | Commerce | TX | 75429 |
| Texas A&M University-Corpus Christi | Corpus Christi | TX | 78412 |
| Texas A&M University-Kingsville | Kingsville | TX | 78363 |
| Texas A&M University-Texarkana | Texarkana | TX | 75505 |
| Texas Southern University | Houston | TX | 77004 |
| Texas State University System | Austin | TX | 78701 |
| Texas State University-San Marcos | San Marcos | TX | 78666 |
| Texas Woman's University | Denton | TX | 76204 |
| The University of Texas at San Antonio | San Antonio | TX | 78249 |
| University of Houston-Clear Lake | Houston | TX | 77058 |
| University of Houston-Downtown | Houston | TX | 77002 |
| University of Houston-Victoria | Victoria | TX | 77901 |
| University of North Texas | Denton | TX | 76203 |
| University of Texas at Arlington | Arlington | TX | 76019 |
| University of Texas at Brownsville | Brownsville | TX | 78520 |
| University of Texas at Dallas | Richardson | TX | 75080 |

| | | | |
|--|------------------|----|-------|
| University of Texas at Tyler | Tyler | TX | 75799 |
| University of Texas of the Permian Basin | Odessa | TX | 79762 |
| West Texas A & M University | Canyon | TX | 79016 |
| UTAH | | | |
| Southern Utah University | Cedar City | UT | 84720 |
| Utah System of Higher Education | Salt Lake City | UT | 84101 |
| Utah Valley University | Orem | UT | 84058 |
| Weber State University | Ogden | UT | 84408 |
| VERMONT | | | |
| Castleton State College | Castleton | VT | 05735 |
| Johnson State College | Johnson | VT | 05656 |
| Lyndon State College | Lyndonville | VT | 05851 |
| Vermont State Colleges | Waterbury | VT | 05676 |
| VIRGIN ISLANDS | | | |
| University of the Virgin Islands | Charlotte Amalie | VI | 00802 |
| VIRGINIA | | | |
| George Mason University | Fairfax | VA | 22030 |
| James Madison University | Harrisonburg | VA | 22807 |
| Longwood University | Farmville | VA | 23909 |
| Norfolk State University | Norfolk | VA | 23504 |
| Old Dominion University | Norfolk | VA | 23529 |
| Radford University | Radford | VA | 24141 |
| The University of Virginia's College at Wise | Wise | VA | 24293 |
| University of Mary Washington | Fredericksburg | VA | 22401 |
| WASHINGTON | | | |
| Central Washington University | Ellensburg | WA | 98926 |
| Eastern Washington University | Cheney | WA | 99004 |
| University of Washington, Tacoma | Tacoma | WA | 98402 |
| Western Washington University | Bellingham | WA | 98225 |

WEST VIRGINIA

| | | | |
|--|---------------|----|-------|
| Bluefield State College | Bluefield | WV | 24701 |
| Concord University | Athens | WV | 24712 |
| Fairmont State University | Fairmont | WV | 26554 |
| Glenville State College | Glenville | WV | 26351 |
| Shepherd University | Shepherdstown | WV | 25443 |
| West Virginia Higher Education Policy Commission | Charleston | WV | 25301 |
| West Virginia State University | Institute | WV | 25112 |
| West Virginia University Institute of Technology | Montgomery | WV | 25136 |

WISCONSIN

| | | | |
|---|---------------|----|-------|
| University of Wisconsin - Eau Claire | Eau Claire | WI | 54702 |
| University of Wisconsin - Green Bay | Green Bay | WI | 54311 |
| University of Wisconsin - La Crosse | La Crosse | WI | 54601 |
| University of Wisconsin - Oshkosh | Oshkosh | WI | 54901 |
| University of Wisconsin - Parkside | Kenosha | WI | 53144 |
| University of Wisconsin - Platteville | Platteville | WI | 53818 |
| University of Wisconsin - Stevens Point | Stevens Point | WI | 54481 |
| University of Wisconsin - Stout | Menomonie | WI | 54751 |
| University of Wisconsin - Superior | Superior | WI | 54880 |
| University of Wisconsin - Whitewater | Whitewater | WI | 53190 |
| University of Wisconsin System | Madison | WI | 53706 |
| University of Wisconsin-River Falls | River Falls | WI | 54022 |

APPENDIX D

GRADUATE ENROLLMENT DATA AT PUBLIC MASTER'S COLLEGES AND
UNIVERSITIES BY GEOGRAPHICAL CLASSIFICATION

Number and Percent of Total for Undergraduate, Graduate, and First-Professional Enrollments at Publicly-Controlled Master's Colleges and Universities by Geographical Reclassification: 2006-07

| | Institutions | | Enrollments by Level of Student | | | | Total Enrollments | |
|-----------------|--------------|------|---------------------------------|------|----------|------|-------------------|------|
| | No. | % | Undergraduate | % | Graduate | % | No. | % |
| Rural Small | 26 | 10% | 127,691 | 5% | 15,787 | 3% | 143,478 | 5% |
| Rural Medium | 46 | 17% | 277,729 | 11% | 47,880 | 8% | 325,609 | 11% |
| Rural Large | 91 | 34% | 873,757 | 35% | 212,143 | 36% | 1,085,900 | 35% |
| Rural Total | 163 | 61% | 1,279,177 | 51% | 275,810 | 47% | 1,554,987 | 50% |
| Suburban Small | 3 | 1% | 24,415 | 1% | 1,564 | 0% | 25,979 | 1% |
| Suburban Medium | 12 | 5% | 62,632 | 2% | 10,845 | 2% | 73,477 | 2% |
| Suburban Large | 41 | 15% | 546,118 | 22% | 148,785 | 25% | 694,903 | 22% |
| Suburban Total | 56 | 21% | 633,165 | 25% | 161,194 | 28% | 794,359 | 26% |
| Urban Small | 2 | 1% | 17,537 | 1% | 1,597 | 0% | 19,134 | 1% |
| Urban Medium | 11 | 4% | 103,209 | 4% | 15,950 | 3% | 119,159 | 4% |
| Urban Large | 33 | 12% | 474,791 | 19% | 128,980 | 22% | 603,771 | 20% |
| Urban Total | 46 | 17% | 595,537 | 24% | 146,527 | 25% | 742,064 | 24% |
| R, S, & U Total | 265 | 100% | 2,507,879 | 100% | 583,531 | 100% | 3,091,410 | 100% |
| Special Use | 1 | 0% | 0 | 0% | N/A | N/A | N/A | N/A |
| Total | 266 | 100% | 2,507,879 | 100% | 583,531 | 100% | 3,091,410 | 100% |

Data Source: NCES/IPEDS, 12 Month Enrollment; 2006-07

APPENDIX E
IRB APPROVAL

Office for Research

Office of the Director of
Research Compliance

THE UNIVERSITY OF
ALABAMA

April 3, 2009

John Clinton Kinkead
Department of ELPTS
College of Education
Box 870231

Re: IRB: EX-09-CM-023, A Geographical Classification of Master's
Colleges and Universities

Dear Mr. Kinkead:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given exempt approval according to 45 CFR part 46.101 (b)(4) as outlined below:

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

This approval expires on April 3, 2010. You will receive a notice of expiration, 90 days in advance. If the study continues beyond that date, you must complete the appropriate portion of the Continuing Review and Closure Form. If you modify the application, please complete the Modification of an Approved Protocol Form. When the study closes, please complete the Continuing Review and Closure Form for closure.

Should you need to submit any further correspondence regarding this application, please include the assigned IRB application number.

Good luck with your research.

Sincerely,

Carpantato T. Myles, MSM, CIM
Director of Research Compliance & Research Compliance Officer
Office of Research Compliance
The University of Alabama



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Box 870104
Tuscaloosa, Alabama, 35487-0104
(205) 348-5152
fax (205) 348-8882