

**Georgia Southern University**  
**Office of Strategic Research and Analysis**  
**Review of 2005 CARNEGIE CLASSIFICATION Information**

Carnegie Releases New Classifications of Higher Education Institutions

**Washington, D.C., November 2005** –The Carnegie Foundation for the Advancement of Teaching has developed new lenses through which the education community can view the institutional diversity in American higher education. By expanding the Carnegie Classification of Institutions of Higher Education from a single typology of American colleges and universities to a set of new classifications that illustrate a range of ways to think about how colleges and universities resemble or differ from one another, the Foundation aims to provide researchers with greater analytic flexibility, allowing them to choose the classification that is best suited to their research needs.

“No single classification can provide insights into the full complexity and richness of American higher education,” said Carnegie Foundation President Lee S. Shulman. “And we have felt that attempting to shoehorn all institutions into a single classification has introduced avoidable distortions, inaccuracies, and obscurities.” “Colleges and universities are complex organizations,” said Carnegie Senior Scholar Alexander C. McCormick, who directs Carnegie’s Classifications project. “As valuable as it has been, the basic framework has blind spots.” For example, the traditional Carnegie Classification said nothing about undergraduate education for institutions that award more than a minimum number of graduate degrees. Yet most of these institutions enroll more undergraduates than graduate or professional students.

Another motivation for changing the Classification is to address the misperception that the Carnegie Classification is a ranking. “We hope to de-emphasize the improper use of the classification as informal quality touchstone,” McCormick said. The five new Carnegie Classifications are organized around three key questions: What is taught? To whom? In what setting? Two of the new classifications focus on instructional program (one on the undergraduate program and one on the graduate program). Two describe the profile of enrolled students (one describes the mix of undergraduate and graduate/professional students, while the other focuses on the undergraduate population). A fifth differentiates institutions with respect to size and residential character.

Carnegie is not abandoning the traditional classification framework that dates back to 1970; a substantially revised and updated version will be available on the Foundation’s Web site in December. The new schemes are available online. The online system provides for institution lookup, list generation, and custom listings. Listings can also be downloaded. A FAQ and further information about each of the schemes is also available online.

SOURCE: <http://www.carnegiefoundation.org/news/sub.asp?key=51&subkey=877>

### **Part A. Site Information**

Below are Georgia Southern University’s classifications under the new criteria.

REVISED November 17, 2005: The Classification data have been updated to incorporate the most recent data available.

<b>Classification</b>	<b>Category</b>
<b>Undergraduate:</b>	<i>Prof+A&amp;S/SGC: Professions plus arts &amp; sciences, some graduate coexistence</i>
<b>Graduate:</b>	<i>S-Doc/Ed: Single doctoral–education</i>
<b>Enrollment Profile:</b>	<i>VHU: Very high undergraduate</i>
<b>Undergraduate Profile:</b>	<i>FT4/S/HTI: Full-time four-year, selective, high transfer-in</i>
<b>Size and Setting:</b>	<i>L4/NR: Large four-year, primarily nonresidential</i>

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**Part B. Institutional Carnegie Classifications Descriptions by Carnegie Criteria**

<http://www.carnegiefoundation.org/classifications/sub.asp?key=748&subkey=5148&start=782>

Data Sources: Data are from the IPEDS Completions, Institutional Characteristics, and Fall Enrollment surveys corresponding to degree conferrals from July 1, 2003 through June 30, 2004 (the most recent data available for all institutions) and Fall 2004 characteristics and enrollments.

**Undergraduate**      **Prof+A&S/SGC**: *Professions plus arts & sciences, some graduate coexistence*

*Other options:*

*Prof+A&S: Professions plus arts & sciences* Institutions with at least 80 percent of majors in arts and sciences or professional fields were assigned to the corresponding “focus” pole of the continuum.

*SGC: Some graduate coexistence* We have graduate degrees in some but less than half of our undergraduate fields.

**Graduate**

**S-Doc/Ed: Single doctoral—education** Our two doctoral programs are Curriculum and Instruction (CIP 13.0301) and Educational Leadership and Administration, General (CIP 13.0401). Carnegie “aggregated at the two-digit (xx) level”, which would have given us one doctorate in education. NOTE: In email from Carnegie staff, the new Carnegie classification focuses on breadth of degrees, not number of degree offerings (McCormick, A, Senior Scholar Carnegie Foundation).

ALL options: Graduate Instructional Program classification categories

*Note: The term “comprehensive” is used here to denote comprehensiveness of offerings across a range of fields. It is used at both the nondoctoral and doctoral levels. This is a different usage from that used in editions of the Carnegie Classification from 1973 through 1994.*

S-Postbac/Ed: Single postbaccalaureate—education

S-Postbac/Bus: Single postbaccalaureate—business

S-Postbac/Other: Single postbaccalaureate—other field

Postbac-Comp: Postbaccalaureate comprehensive

Postbac-A&S: Postbaccalaureate, arts & sciences dominant

Postbac-A&S/Ed: Postbaccalaureate with arts & sciences, education dominant

Postbac-A&S/Bus: Postbaccalaureate with arts & sciences, business dominant

Postbac-A&S/Other: Postbaccalaureate with arts & sciences, other dominant fields

Postbac-Prof/Ed: Postbaccalaureate professional, education dominant

Postbac-Prof/Bus: Postbaccalaureate professional, business dominant

Postbac-Prof/Other: Postbaccalaureate professional, other dominant fields

S-Doc/Ed: Single doctoral—education

S-Doc/Other: Single doctoral—other field

CompDoc/Med: Comprehensive doctoral with medical

CompDoc/NMed: Comprehensive doctoral, no medical

Doc/HSS: Doctoral, humanities/social sciences dominant

Doc/STEM: Doctoral, STEM dominant

Doc/Prof: Doctoral, professions dominant

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**Enrollment Profile**    **Very high undergraduate:** Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for less than 10 percent of FTE\* enrollment. NOTE: Our FTE (full-time enrollment plus 1/3 part-time) graduate students (FT644 + PT409 = FTE1053; 1053/13136 = 8%) make up less than 10% of our FTE total population. Common Data Set is source.

**Undergraduate Profile**    **FT4/S/HTI:** *Full-time four-year, selective, high transfer-in*

**Full-time four-year:** We offer 4-yr degrees and our part-time students make up less than 20% of our undergraduate population.

**Selective:** Selectivity was measured looking at the 25th quartile standardized test scores in IPEDS. SAT and ACT were weighted based on submissions. No data were provided for cut-offs for selectivity categories.

**High transfer-in:** Carnegie referenced the College Board data collection to determine transfer students as a % of all entering undergraduates (FTFR + Transfers). If the percentage was  $\geq 20\%$ , an institution was classified as high-transfer. Our numbers were 834 transfers and 3,010 FTFR, which provided 834/3,844 or 21.7%.

**Size and Setting**    **L4/NR:** *Large four-year, primarily nonresidential*

**Large four-year:** Our FTE (full-time plus 1/3 part-time) was greater than 10,000 referencing IPEDS.

**Primarily nonresidential:** If an institution has  $<25\%$  of their undergraduates living on campus, they are classified as primarily nonresidential, as opposed to highly residential or primarily commuter. Last year, we were at 23%. Below is the Common Data Set item that supports this classification (also verified by Housing last year).

*Common Data Set Item F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates*

enrolled in fall 2004 who fit the following categories:

First-time, first-year Undergraduates (freshman) students

d. Percent who live in college-owned, -operated, or -affiliated housing 23 %