

As the launch of NSSE 2013 fast approaches, we are pleased to offer this *Overview* of the NSSE 2.0 Pilot 2012. It provides contextual information about the participating pilot institutions and student respondents, as well as reviews NSSE's ongoing collaboration with pilot schools.

Rationale & Goals of NSSE 2.0

The NSSE 2.0 Pilot 2012 was the second of two pilot administrations intended to help finalize the recently released NSSE 2013 instrument. The survey has been updated with four goals in mind:

- Develop new measures related to effective teaching and learning
- Refine existing measures and scales
- Improve the clarity and applicability of survey language
- Update terminology to reflect current educational contexts

To view the updated 2013 survey and other details related to the 2013 launch, visit the NSSE Web site.

nsse.iub.edu/nsse2013

Pilot Institutions & Response Rates

NSSE appreciates all pilot institutions and their students who have been vitally important to the development of NSSE 2013.

The NSSE 2.0 Pilot 2012 respondent sample includes students attending 56 colleges and universities. NSSE selected pilot institutions among frequent and recent NSSE participants, and the group was intentionally selected to cover the full range of bachelor's degree-granting Carnegie classifications (Table 1). Institutions were also chosen to represent a diversity of institutional types according to size, selectivity, minority-serving status, religious affiliation, urban status, and online instruction.

All pilot institutions used NSSE's standard Web-only mode of administration, resulting in an average institutional response rate of 28%.



University of South Florida

Institutional response rates ranged from 9% to 64%, with almost half (45%) achieving a response rate of 30% or higher.

Respondent Profile

The pilot sample included all first-year and senior students at participating institutions. The following are quick facts about the 50,839 respondents who collectively made up the Pilot 2012 respondent sample (Table 2):

Gender

Women comprised about two-thirds (64%) of respondents. Weighting adjustments by NSSE staff ensure proportional representation by gender while estimating institutional survey results.

Age

A large majority of students were of traditional age. Of first-year student respondents, 85% were 19 years old or younger, while 63% of seniors were 23 years old or younger.

Race and Ethnicity

African American/Black students were somewhat underrepresented compared to the larger population, while Caucasian/White students were slightly overrepresented. Other race and ethnic groups were proportionally representative.

Table 1. Characteristics of Pilot 2012 Institutions

Name	Carnegie Classification ¹	Undergraduate Enrollment ²	Region ²	Location ²
Indiana University Bloomington	RU/VH	31,890	Great Lakes	City: Small
University of Miami	RU/VH	9,900	Southeast	Suburb: Large
University of Nebraska at Lincoln	RU/VH	19,380	Plains	City: Large
University of South Florida	RU/VH	30,240	Southeast	City: Large
Virginia Commonwealth University	RU/VH	21,880	Southeast	City: Midsize
Indiana University-Purdue University Indianapolis	RU/H	21,200	Great Lakes	City: Large
San Diego State University	RU/H	23,700	Far West	City: Large
University of Alabama	RU/H	24,380	Southeast	City: Small
University of Southern Mississippi	RU/H	12,810	Southeast	City: Small
Utah State University	RU/H	14,570	Rocky Mountains	City: Small
Marquette University	DRU	7,910	Great Lakes	City: Large
Oakland University	DRU	15,040	Great Lakes	Suburb: Large
Texas Christian University	DRU	7,800	Southwest	City: Large
University of North Carolina at Charlotte	DRU	19,660	Southeast	City: Large
University of San Francisco	DRU	5,730	Far West	City: Large
American Public University System	Master's L	28,810	Southeast	Town: Distant
Baldwin-Wallace University	Master's L	3,560	Great Lakes	Suburb: Large
Boise State University	Master's L	16,710	Rocky Mountains	City: Midsize
California State University, Fullerton	Master's L	29,880	Far West	City: Midsize
California State University, Northridge	Master's L	29,970	Far West	City: Large
Georgia College & State University	Master's L	5,620	Southeast	Town: Distant
New Jersey City University	Master's L	6,500	Mid East	Suburb: Large
Slippery Rock University of Pennsylvania	Master's L	7,990	Mid East	Town: Distant
SUNY Potsdam	Master's L	3,860	Mid East	Town: Remote
Texas State University-San Marcos	Master's L	27,450	Southwest	Town: Distant
University of Nebraska at Kearney	Master's L	4,880	Plains	Town: Remote
University of North Carolina Wilmington	Master's L	11,340	Southeast	City: Midsize
University of the Incarnate Word	Master's L	5,460	Southwest	City: Large
Winthrop University	Master's L	4,640	Southeast	City: Small
Albany State University	Master's M	4,150	Southeast	City: Small
Henderson State University	Master's M	3,310	Southeast	Town: Distant
Truman State University	Master's M	5,500	Plains	Town: Remote
University of Wisconsin-Eau Claire	Master's M	10,550	Great Lakes	City: Small
Weber State University	Master's M	18,230	Rocky Mountains	City: Small
Johnson State College	Master's S	1,630	New England	Rural: Distant
Roger Williams University	Master's S	4,310	New England	Suburb: Large
University of Wisconsin-Green Bay	Master's S	6,090	Great Lakes	City: Midsize
Wingate University	Master's S	1,610	Southeast	Town: Fringe
Alma College	Bac/A&S	1,400	Great Lakes	Town: Distant
Cornell College	Bac/A&S	1,180	Plains	Town: Distant
DePauw University	Bac/A&S	2,360	Great Lakes	Town: Distant
Kenyon College	Bac/A&S	1,620	Great Lakes	Rural: Fringe
Saint Anselm College	Bac/A&S	1,870	New England	Suburb: Midsize
Savannah State University	Bac/A&S	3,840	Southeast	Suburb: Midsize
Southwestern University	Bac/A&S	1,360	Southwest	Town: Distant
Sweet Briar College	Bac/A&S	610	Southeast	Rural: Fringe
Xavier University of Louisiana	Bac/A&S	2,680	Southeast	City: Large
Averett University	Bac/Diverse	890	Southeast	City: Small
Meredith College	Bac/Diverse	1,770	Southeast	City: Large
Philander Smith College	Bac/Diverse	690	Southeast	City: Midsize
Taylor University	Bac/Diverse	1,870	Great Lakes	Town: Distant
Texas Lutheran University	Bac/Diverse	1,300	Southwest	Town: Distant
University of Minnesota-Crookston	Bac/Diverse	1,460	Plains	Town: Distant
Wiley College	Bac/Diverse	1,320	Southwest	Town: Distant
University of Guelph	-	-	Canada	-
University of New Brunswick - Fredericton	-	-	Canada	-

¹ For additional information on the 2010 Carnegie Classifications, see classifications.carnegiefoundation.org

- RU/VH: Research Universities (very high research activity)
- RU/H: Research Universities (high research activity)
- DRU: Doctoral/Research Universities
- Master's L: Master's Colleges and Universities (larger programs)
- Master's M: Master's Colleges and Universities (medium programs)
- Master's S: Master's Colleges and Universities (smaller programs)
- Bac/A&S: Baccalaureate Colleges-Arts & Sciences
- Bac/Diverse: Baccalaureate Colleges-Diverse Fields

² Enrollment, region, and location data are drawn from the 2010 IPEDS Institutional Characteristics File.

Grades

Approximately 47% of first-year students and 48% of seniors earned mostly A grades. Only 9% of first-year students and 5% of seniors earned mostly C grades or lower.

Living Arrangements

Overall, 62% of first-year students and 12% of seniors lived in residence halls or Greek housing.

Enrollment Status

Respondents were somewhat more likely to be enrolled full time than the overall first-year and senior student populations at pilot institutions. Institutional reports have been weighted to adjust for any overrepresentation of full-time students.

Parental Education

Over half (54%) of the respondents were raised by

at least one parent (or guardian) with at least a bachelor's degree. However, about one in five (22%) indicated that the highest level of their parents' education was no more than a high school diploma or G.E.D.

Transfer Status

Less than half (45%) of senior respondents started postsecondary education at another institution. Of these seniors, about half (47%) had previously attended another bachelor's degree-granting institution.

Major Field Category

Table 3 shows the percentage of students pursuing majors in various fields of study by class level and gender. Proportionally more men pursued studies in business and engineering, while majors in education, the social sciences, and other professions (e.g., nursing) were more popular among women.

Table 2. Characteristics of Pilot 2012 Respondents and Undergraduate Population at All U.S. Bachelor's Degree-Granting Institutions

	Pilot 2012 Respondents	Pilot 2012 Population ¹	All U.S. Bachelor's Degree-Granting Institutions ²
Gender			
Male	36%	44%	44%
Female	64%	56%	56%
Race/Ethnicity³			
African American/Black	8%	11%	13%
American Indian/Alaska Native	<1%	<1%	1%
Asian/Asian American/Pacific Islander	6%	6%	6%
Caucasian/White	68%	65%	63%
Hispanic	12%	13%	12%
Other	<1%	<1%	n/a
Multiracial/Ethnic	2%	2%	2%
International	3%	3%	3%
Enrollment Status			
Full-time	86%	84%	84%
Part-time	14%	16%	16%

NOTE: Totals may not sum to 100% due to rounding.

¹ NSSE 2.0 Pilot 2012 population data are provided by participating institutions.

² U.S. percentages are unweighted and based on data from the 2010 IPEDS Institutional Characteristics and Enrollment data.

³ IPEDS and NSSE categories for race and ethnicity differ. Percentages exclude students whose ethnicity was unknown or not provided.

Table 3. Major Categories by Class and Gender (Pilot 2012 U.S. Institutions)

Major Categories ¹	First-Year		Senior	
	Male	Female	Male	Female
Arts and Humanities	10%	14%	12%	15%
Biological Sciences	11%	13%	9%	9%
Business	18%	11%	21%	15%
Education	4%	8%	4%	10%
Engineering	15%	2%	10%	2%
Physical Sciences	6%	3%	5%	3%
Professional (other)	6%	15%	5%	13%
Social Sciences	10%	14%	13%	18%
Other	18%	14%	21%	15%
Undecided	3%	4%	0%	0%

¹ Additional details about these major categories can be found in the *NSSE 2.0 Pilot 2012 Codebook*.

Data Rights and Responsibilities of NSSE 2.0 Pilot 2012 Institutions

NSSE is grateful for the cooperation and support of the 56 institutions that participated in the NSSE 2.0 Pilot 2012 administration. Each institution agreed to a set of terms and conditions for the pilot administration with regard to IRB approvals, materials, administration, sampling, reporting, use of data, deliverables, and cost. Their efforts to adhere to these protocols and to collaborate with NSSE on an on-going basis in this effort are critical to the development of an updated NSSE instrument.

The NSSE 2013 survey was released to the public on June 4, 2012, so pilot institutions no longer need to treat the content of the pilot survey instrument as confidential, and may distribute to individuals outside the institution if so desired. Institutions may also share pilot results externally (e.g., public Web sites, conference presentations, publications).

NSSE will use pilot data for the purposes of revising and updating the NSSE survey instrument, and will not make pilot data available, in any form, to external researchers.

In the fall of 2012, pilot institutions will be called upon to provide NSSE with essential follow-up

data for all students in the survey population, including GPA and enrollment information. Participating institutions should refer to their original participation agreement for additional details, or contact NSSE with questions or to obtain a copy of the agreement.



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