

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1a: Influence on thinking about diversity: Interaction with students in class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.8                | 15.4%                             | 54.0%                        | 27.0%   | 2.1%                         | 1.4%                              | 285              |

| <b>F1a: Influence on thinking about diversity: Interaction with students in class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.8                | 14.0%                             | 51.7%                        | 31.5%   | 1.7%                         | 1.1%                              | 178              |
| .....Female   | 4.0                | 19.8%                             | 60.4%                        | 16.5%   | 2.2%                         | 1.1%                              | 91               |

| <b>F1a: Influence on thinking about diversity: Interaction with students in class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 3.8                | 15.7%                             | 53.9%                        | 27.9%   | 1.5%                         | 1.0%                              | 204              |
| .....Students of Color  | 3.8                | 14.8%                             | 54.3%                        | 24.7%   | 3.7%                         | 2.5%                              | 81               |

| <b>F1a: Influence on thinking about diversity: Interaction with students in class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.6                | 9.8%                              | 56.9%                        | 25.5%   | 2.0%                         | 5.9%                              | 51               |
| .....Middle class   | 3.9                | 18.7%                             | 52.2%                        | 27.6%   | 1.5%                         | .                                 | 134              |
| .....Upper middle/Upper class   | 3.8                | 14.4%                             | 55.6%                        | 26.7%   | 2.2%                         | 1.1%                              | 90               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1b: Influence on thinking about diversity: Interaction with students outside class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>   | 3.9                | 19.3%                             | 55.4%                        | 20.4%   | 4.3%                         | 0.7%                              | 280              |

| <b>F1b: Influence on thinking about diversity: Interaction with students outside class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male  | 3.8                | 17.2%                             | 54.6%                        | 23.6%   | 4.6%                         | .                                 | 174              |
| .....Female  | 4.1                | 25.6%                             | 60.0%                        | 11.1%   | 2.2%                         | 1.1%                              | 90               |

| <b>F1b: Influence on thinking about diversity: Interaction with students outside class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian   | 3.9                | 19.3%                             | 51.5%                        | 24.8%   | 4.0%                         | 0.5%                              | 202              |
| .....Students of Color   | 4.0                | 19.2%                             | 65.4%                        | 9.0%  | 5.1%                         | 1.3%                              | 78               |

| <b>F1b: Influence on thinking about diversity: Interaction with students outside class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class  | 3.7                | 10.0%                             | 64.0%                        | 18.0%   | 4.0%                         | 4.0%                              | 50               |
| .....Middle class  | 4.0                | 23.3%                             | 54.1%                        | 19.5%   | 3.0%                         | .                                 | 133              |
| .....Upper middle/Upper class  | 3.9                | 20.7%                             | 54.0%                        | 20.7%   | 4.6%                         | .                                 | 87               |

\* Statistically significant difference (p<.05) between group  
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**North Carolina State University**  
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**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1c: Influence on thinking about diversity: Interaction with faculty in class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>   | 3.7                | 15.6%                             | 47.5%                        | 33.3%   | 2.8%                         | 0.7%                              | 282              |

| <b>F1c: Influence on thinking about diversity: Interaction with faculty in class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male  | 3.7                | 14.1%                             | 45.2%                        | 37.3%   | 2.8%                         | 0.6%                              | 177              |
| .....Female  | 3.9                | 20.0%                             | 51.1%                        | 26.7%   | 2.2%                         | .                                 | 90               |

| <b>F1c: Influence on thinking about diversity: Interaction with faculty in class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian   | 3.8                | 16.3%                             | 46.8%                        | 33.0%   | 3.9%                         | .                                 | 203              |
| .....Students of Color   | 3.7                | 13.9%                             | 49.4%                        | 34.2%   | .                            | 2.5%                              | 79               |

| <b>F1c: Influence on thinking about diversity: Interaction with faculty in class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class  | 3.5                | 11.5%                             | 38.5%                        | 38.5%   | 7.7%                         | 3.8%                              | 52               |
| .....Middle class  | 3.8                | 17.6%                             | 49.6%                        | 31.3%   | 1.5%                         | .                                 | 131              |
| .....Upper middle/Upper class  | 3.8                | 13.5%                             | 51.7%                        | 32.6%   | 2.2%                         | .                                 | 89               |

\* Statistically significant difference (p<.05) between group  
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**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1d: Influence on thinking about diversity: Interaction with faculty outside class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.7                | 15.9%                             | 43.9%                        | 38.3%   | 1.5%                         | 0.4%                              | 264              |

| <b>F1d: Influence on thinking about diversity: Interaction with faculty outside class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.7                | 12.8%                             | 44.5%                        | 41.5%   | 1.2%                         | .                                 | 164              |
| .....Female   | 3.9                | 24.1%                             | 42.5%                        | 32.2%   | 1.1%                         | .                                 | 87               |

| <b>F1d: Influence on thinking about diversity: Interaction with faculty outside class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 3.7                | 15.4%                             | 41.5%                        | 42.0%   | 1.1%                         | .                                 | 188              |
| .....Students of Color  | 3.8                | 17.1%                             | 50.0%                        | 28.9%   | 2.6%                         | 1.3%                              | 76               |

| <b>F1d: Influence on thinking about diversity: Interaction with faculty outside class</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.5                | 11.4%                             | 40.9%                        | 40.9%   | 4.5%                         | 2.3%                              | 44               |
| .....Middle class   | 3.8                | 18.4%                             | 45.6%                        | 36.0%   | .                            | .                                 | 125              |
| .....Upper middle/Upper class   | 3.7                | 15.3%                             | 44.7%                        | 37.6%   | 2.4%                         | .                                 | 85               |

\* Statistically significant difference (p<.05) between group  
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**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1e: Influence on thinking about diversity: Course materials</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.4                | 8.5%                              | 33.2%                        | 53.1%   | 3.7%                         | 1.5%                              | 271              |

| <b>F1e: Influence on thinking about diversity: Course materials</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.4                | 7.2%                              | 32.9%                        | 55.7%   | 3.6%                         | 0.6%                              | 167              |
| .....Female   | 3.5                | 11.4%                             | 35.2%                        | 50.0%   | 2.3%                         | 1.1%                              | 88               |

| <b>F1e: Influence on thinking about diversity: Course materials</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 3.5                | 9.8%                              | 32.5%                        | 53.6%   | 3.1%                         | 1.0%                              | 194              |
| .....Students of Color  | 3.4                | 5.2%                              | 35.1%                        | 51.9%   | 5.2%                         | 2.6%                              | 77               |

| <b>F1e: Influence on thinking about diversity: Course materials</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>                                     |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.2                | 4.3%                              | 28.3%                        | 58.7%   | 4.3%                         | 4.3%                              | 46               |
| .....Middle class   | 3.5                | 10.9%                             | 35.2%                        | 48.4%   | 4.7%                         | 0.8%                              | 128              |
| .....Upper middle/Upper class                                       | 3.4                | 5.7%                              | 33.3%                        | 57.5%   | 2.3%                         | 1.1%                              | 87               |

\* Statistically significant difference (p<.05) between group  
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**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1f: Influence on thinking about diversity: Friendships/acquaintances</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|------------------|
| <b>Total (N)</b>   | 4.2                | 35.8%                             | 47.2%                        | 16.0%   | 1.1%                         | 282              |

| <b>F1f: Influence on thinking about diversity: Friendships/acquaintances</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|------------------|
| <b>Gender*</b>   |                    |                                   |                              |   |                              |                  |
| .....Male  | 4.2                | 34.9%                             | 46.9%                        | 17.1%   | 1.1%                         | 175              |
| .....Female  | 4.3                | 40.7%                             | 49.5%                        | 8.8%  | 1.1%                         | 91               |

| <b>F1f: Influence on thinking about diversity: Friendships/acquaintances</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|------------------|
| <b>Race/Ethnicity</b>  |                    |                                   |                              |   |                              |                  |
| .....White/Caucasian   | 4.1                | 34.2%                             | 47.5%                        | 17.3%   | 1.0%                         | 202              |
| .....Students of Color   | 4.3                | 40.0%                             | 46.3%                        | 12.5%   | 1.3%                         | 80               |

| <b>F1f: Influence on thinking about diversity: Friendships/acquaintances</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|------------------|
| <b>Socioeconomic Background</b>  |                    |                                   |                              |   |                              |                  |
| .....Poor/Working class  | 4.0                | 28.6%                             | 46.9%                        | 22.4%   | 2.0%                         | 49               |
| .....Middle class  | 4.3                | 39.6%                             | 48.5%                        | 11.2%   | 0.7%                         | 134              |
| .....Upper middle/Upper class  | 4.1                | 34.4%                             | 46.7%                        | 17.8%   | 1.1%                         | 90               |

\* Statistically significant difference (p<.05) between group  
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| <b>F1g: Influence on thinking about diversity: Living in residence halls</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>   | 3.8                | 22.1%                             | 41.4%                        | 31.9%   | 4.2%                         | 0.4%                              | 263              |

| <b>F1g: Influence on thinking about diversity: Living in residence halls</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male  | 3.8                | 23.9%                             | 38.0%                        | 33.7%   | 4.3%                         | .                                 | 163              |
| .....Female  | 3.9                | 21.2%                             | 49.4%                        | 25.9%   | 3.5%                         | .                                 | 85               |

| <b>F1g: Influence on thinking about diversity: Living in residence halls</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian   | 3.8                | 21.8%                             | 41.0%                        | 32.4%   | 4.8%                         | .                                 | 188              |
| .....Students of Color   | 3.8                | 22.7%                             | 42.7%                        | 30.7%   | 2.7%                         | 1.3%                              | 75               |

| <b>F1g: Influence on thinking about diversity: Living in residence halls</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class  | 3.7                | 22.2%                             | 31.1%                        | 40.0%   | 4.4%                         | 2.2%                              | 45               |
| .....Middle class  | 3.9                | 24.2%                             | 39.5%                        | 33.9%   | 2.4%                         | .                                 | 124              |
| .....Upper middle/Upper class  | 3.9                | 18.4%                             | 52.9%                        | 24.1%   | 4.6%                         | .                                 | 87               |

\* Statistically significant difference (p<.05) between group  
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| <b>F1h: Influence on thinking about diversity: Campus orgs/clubs</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>   | 3.9                | 22.4%                             | 49.0%                        | 23.9%   | 3.9%                         | 0.8%                              | 259              |

| <b>F1h: Influence on thinking about diversity: Campus orgs/clubs</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male  | 3.8                | 20.5%                             | 46.0%                        | 29.2%   | 3.1%                         | 1.2%                              | 161              |
| .....Female  | 4.0                | 24.4%                             | 59.3%                        | 11.6%   | 4.7%                         | .                                 | 86               |

| <b>F1h: Influence on thinking about diversity: Campus orgs/clubs</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian   | 3.8                | 20.7%                             | 46.7%                        | 28.3%   | 3.8%                         | 0.5%                              | 184              |
| .....Students of Color   | 4.0                | 26.7%                             | 54.7%                        | 13.3%   | 4.0%                         | 1.3%                              | 75               |

| <b>F1h: Influence on thinking about diversity: Campus orgs/clubs</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>                                      |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class  | 3.6                | 15.9%                             | 43.2%                        | 27.3%   | 11.4%                        | 2.3%                              | 44               |
| .....Middle class  | 3.9                | 24.4%                             | 48.8%                        | 23.6%   | 2.4%                         | 0.8%                              | 123              |
| .....Upper middle/Upper class  | 3.9                | 21.4%                             | 53.6%                        | 22.6%   | 2.4%                         | .                                 | 84               |

\* Statistically significant difference (p<.05) between group  
 Prepared by Office of Institutional Research and Planning



**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1i: Influence on thinking about diversity: Campus-wide activities/events</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>   | 3.8                | 17.1%                             | 48.7%                        | 30.0%   | 3.0%                         | 1.1%                              | 263              |

| <b>F1i: Influence on thinking about diversity: Campus-wide activities/events</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male  | 3.7                | 11.3%                             | 47.5%                        | 37.5%   | 2.5%                         | 1.3%                              | 160              |
| .....Female  | 4.0                | 26.7%                             | 54.4%                        | 15.6%   | 3.3%                         | .                                 | 90               |

| <b>F1i: Influence on thinking about diversity: Campus-wide activities/events</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian   | 3.7                | 15.1%                             | 47.8%                        | 32.8%   | 3.2%                         | 1.1%                              | 186              |
| .....Students of Color   | 3.9                | 22.1%                             | 50.6%                        | 23.4%   | 2.6%                         | 1.3%                              | 77               |

| <b>F1i: Influence on thinking about diversity: Campus-wide activities/events</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class  | 3.5                | 11.4%                             | 43.2%                        | 31.8%   | 9.1%                         | 4.5%                              | 44               |
| .....Middle class  | 3.9                | 21.4%                             | 49.2%                        | 26.2%   | 2.4%                         | 0.8%                              | 126              |
| .....Upper middle/Upper class  | 3.8                | 12.9%                             | 52.9%                        | 32.9%   | 1.2%                         | .                                 | 85               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1j: Influence on thinking about diversity: College/department activities/events</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.7                | 12.3%                             | 45.6%                        | 39.5%   | 1.9%                         | 0.8%                              | 261              |

| <b>F1j: Influence on thinking about diversity: College/department activities/events</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.6                | 8.5%                              | 44.5%                        | 44.5%   | 1.8%                         | 0.6%                              | 164              |
| .....Female   | 3.9                | 21.2%                             | 48.2%                        | 28.2%   | 2.4%                         | .                                 | 85               |

| <b>F1j: Influence on thinking about diversity: College/department activities/events</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 3.7                | 12.4%                             | 42.7%                        | 42.7%   | 2.2%                         | .                                 | 185              |
| .....Students of Color  | 3.7                | 11.8%                             | 52.6%                        | 31.6%   | 1.3%                         | 2.6%                              | 76               |

| <b>F1j: Influence on thinking about diversity: College/department activities/events</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.4                | 6.8%                              | 38.6%                        | 43.2%   | 6.8%                         | 4.5%                              | 44               |
| .....Middle class   | 3.7                | 13.5%                             | 44.4%                        | 40.5%   | 1.6%                         | .                                 | 126              |
| .....Upper middle/Upper class   | 3.8                | 12.2%                             | 51.2%                        | 36.6%   | .                            | .                                 | 82               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1k:<br/>Influence<br/>on thinking<br/>about<br/>diversity:<br/>Interactions<br/>with staff</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Total (N)</b>   | 3.8                    | 13.8%                                     | 49.6%                                | 35.1%   | 1.1%                                 | 0.4%                                      | 268              |

| <b>F1k: Influence on thinking<br/>about diversity:<br/>Interactions with staff</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Gender*</b>   |                        |   |                                      |   |                                      |   |                  |
| .....Male  | 3.7                    | 10.8%                                     | 50.0%                                | 38.0%   | 1.2%                                 | .   | 166              |
| .....Female  | 3.9                    | 21.8%                                     | 49.4%                                | 27.6%   | 1.1%                                 | .   | 87               |

| <b>F1k: Influence on<br/>thinking about<br/>diversity:<br/>Interactions with<br/>staff</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Race/Ethnicity</b>  |                        |   |                                      |   |                                      |   |                  |
| .....White/Caucasian   | 3.8                    | 15.0%                                     | 46.1%                                | 37.8%   | 1.0%                                 | .   | 193              |
| .....Students of Color   | 3.8                    | 10.7%                                     | 58.7%                                | 28.0%   | 1.3%                                 | 1.3%                                      | 75               |

| <b>F1k: Influence on thinking<br/>about diversity: Interactions<br/>with staff</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Socioeconomic Background</b>  |                        |   |                                      |   |                                      |   |                  |
| .....Poor/Working class  | 3.6                    | 10.6%                                     | 51.1%                                | 31.9%   | 4.3%                                 | 2.1%                                      | 47               |
| .....Middle class  | 3.8                    | 14.3%                                     | 50.8%                                | 34.1%   | 0.8%                                 | .   | 126              |
| .....Upper middle/Upper class  | 3.8                    | 13.8%                                     | 49.4%                                | 36.8%   | .                                    | .   | 87               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1I: Influence on thinking about diversity: Interactions with/messages from admin</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>   | 3.6                | 13.6%                             | 42.5%                        | 38.5%   | 3.7%                         | 1.8%                              | 273              |

| <b>F1I: Influence on thinking about diversity: Interactions with/messages from admin</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male  | 3.6                | 10.2%                             | 43.1%                        | 41.3%   | 4.2%                         | 1.2%                              | 167              |
| .....Female  | 3.8                | 20.9%                             | 45.1%                        | 31.9%   | 2.2%                         | .                                 | 91               |

| <b>F1I: Influence on thinking about diversity: Interactions with/messages from admin</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian   | 3.6                | 12.7%                             | 39.1%                        | 43.1%   | 3.0%                         | 2.0%                              | 197              |
| .....Students of Color   | 3.8                | 15.8%                             | 51.3%                        | 26.3%   | 5.3%                         | 1.3%                              | 76               |

| <b>F1I: Influence on thinking about diversity: Interactions with/messages from admin</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class  | 3.4                | 10.2%                             | 38.8%                        | 38.8%   | 6.1%                         | 6.1%                              | 49               |
| .....Middle class  | 3.7                | 15.5%                             | 44.2%                        | 35.7%   | 3.1%                         | 1.6%                              | 129              |
| .....Upper middle/Upper class  | 3.6                | 11.6%                             | 43.0%                        | 41.9%   | 3.5%                         | .                                 | 86               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F1m: Influence on thinking about diversity: Family/home town experiences</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.7                | 20.1%                             | 43.5%                        | 25.4%   | 8.8%                         | 2.1%                              | 283              |

| <b>F1m: Influence on thinking about diversity: Family/home town experiences</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.7                | 18.2%                             | 40.9%                        | 30.7%   | 8.5%                         | 1.7%                              | 176              |
| .....Female   | 3.8                | 23.1%                             | 48.4%                        | 15.4%   | 11.0%                        | 2.2%                              | 91               |

| <b>F1m: Influence on thinking about diversity: Family/home town experiences</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 3.7                | 17.8%                             | 43.1%                        | 27.2%   | 10.4%                        | 1.5%                              | 202              |
| .....Students of Color  | 3.8                | 25.9%                             | 44.4%                        | 21.0%   | 4.9%                         | 3.7%                              | 81               |

| <b>F1m: Influence on thinking about diversity: Family/home town experiences</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.5                | 16.0%                             | 36.0%                        | 30.0%   | 14.0%                        | 4.0%                              | 50               |
| .....Middle class   | 3.8                | 25.4%                             | 40.3%                        | 25.4%   | 6.7%                         | 2.2%                              | 134              |
| .....Upper middle/Upper class   | 3.7                | 14.4%                             | 52.2%                        | 22.2%   | 10.0%                        | 1.1%                              | 90               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who were assigned a Common Reading)</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>9: Did not read the book for my year</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|---|------------------|
| <b>Total (N)</b>  | 5.0                | 4.2%                              | 18.0%                        | 43.7%   | 2.3%                         | 1.5%                              | 30.3%                                       | 261              |

| <b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who were assigned a Common Reading)</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>9: Did not read the book for my year</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|---|------------------|
| <b>Gender</b>   |                    |                                   |                              |   |                              |                                   |   |                  |
| .....Male   | 4.9                | 3.1%                              | 17.9%                        | 48.1%   | 2.5%                         | 0.6%                              | 27.8%                                       | 162              |
| .....Female   | 5.1                | 7.0%                              | 18.6%                        | 38.4%   | 2.3%                         | 2.3%                              | 31.4%                                       | 86               |

| <b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who were assigned a Common Reading)</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>9: Did not read the book for my year</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|---|------------------|
| <b>Race/Ethnicity</b>   |                    |                                   |                              |   |                              |                                   |   |                  |
| .....White/Caucasian  | 4.9                | 4.9%                              | 17.4%                        | 44.6%   | 2.7%                         | 2.2%                              | 28.3%                                       | 184              |
| .....Students of Color  | 5.3                | 2.6%                              | 19.5%                        | 41.6%   | 1.3%                         | .                                 | 35.1%                                       | 77               |

| <b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who were assigned a Common Reading)</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>9: Did not read the book for my year</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|---|------------------|
| <b>Socioeconomic Background</b>   |                    |                                   |                              |   |                              |                                   |   |                  |
| .....Poor/Working class   | 5.4                | 2.4%                              | 19.0%                        | 40.5%   | 2.4%                         | .                                 | 35.7%                                       | 42               |
| .....Middle class   | 4.9                | 6.3%                              | 16.7%                        | 42.9%   | 3.2%                         | 2.4%                              | 28.6%                                       | 126              |
| .....Upper middle/Upper class   | 5.1                | 2.3%                              | 20.5%                        | 44.3%   | 1.1%                         | 1.1%                              | 30.7%                                       | 88               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who read book)</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>   | 3.3                | 6.0%                              | 25.8%                        | 62.6%   | 3.3%                         | 2.2%                              | 182              |

| <b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who read book)</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male  | 3.3                | 4.3%                              | 24.8%                        | 66.7%   | 3.4%                         | 0.9%                              | 117              |
| .....Female  | 3.4                | 10.2%                             | 27.1%                        | 55.9%   | 3.4%                         | 3.4%                              | 59               |

| <b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who read book)</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian   | 3.3                | 6.8%                              | 24.2%                        | 62.1%   | 3.8%                         | 3.0%                              | 132              |
| .....Students of Color   | 3.4                | 4.0%                              | 30.0%                        | 64.0%   | 2.0%                         | .                                 | 50               |

| <b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who read book)</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class  | 3.3                | 3.7%                              | 29.6%                        | 63.0%   | 3.7%                         | .                                 | 27               |
| .....Middle class  | 3.3                | 8.9%                              | 23.3%                        | 60.0%   | 4.4%                         | 3.3%                              | 90               |
| .....Upper middle/Upper class  | 3.3                | 3.3%                              | 29.5%                        | 63.9%   | 1.6%                         | 1.6%                              | 61               |

\* Statistically significant difference (p<.05) between group  
 Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
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| <b>F3a: Influence of NCSU: Likelihood of discussing diversity topics with friends</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.8                | 19.7%                             | 42.3%                        | 34.9%   | 1.4%                         | 1.8%                              | 284              |

| <b>F3a: Influence of NCSU: Likelihood of discussing diversity topics with friends</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.7                | 17.3%                             | 38.0%                        | 41.9%   | 1.7%                         | 1.1%                              | 179              |
| .....Female   | 4.0                | 25.8%                             | 53.9%                        | 19.1%   | 1.1%                         | .                                 | 89               |

| <b>F3a: Influence of NCSU: Likelihood of discussing diversity topics with friends</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 3.7                | 19.7%                             | 38.4%                        | 38.9%   | 2.0%                         | 1.0%                              | 203              |
| .....Students of Color  | 3.8                | 19.8%                             | 51.9%                        | 24.7%   | .                            | 3.7%                              | 81               |

| <b>F3a: Influence of NCSU: Likelihood of discussing diversity topics with friends</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.7                | 17.3%                             | 42.3%                        | 36.5%   | .                            | 3.8%                              | 52               |
| .....Middle class   | 3.8                | 21.5%                             | 39.3%                        | 37.0%   | 1.5%                         | 0.7%                              | 135              |
| .....Upper middle/Upper class   | 3.8                | 18.9%                             | 47.8%                        | 28.9%   | 2.2%                         | 2.2%                              | 90               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning



**North Carolina State University**  
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| <b>F3b: Influence of NCSU: Likelihood of abstaining from using offensive language</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.9                | 25.0%                             | 42.3%                        | 29.6%   | 1.8%                         | 1.4%                              | 284              |

| <b>F3b: Influence of NCSU: Likelihood of abstaining from using offensive language</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.8                | 21.2%                             | 42.5%                        | 34.1%   | 1.1%                         | 1.1%                              | 179              |
| .....Female   | 4.1                | 32.6%                             | 44.9%                        | 19.1%   | 3.4%                         | .                                 | 89               |

| <b>F3b: Influence of NCSU: Likelihood of abstaining from using offensive language</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 3.8                | 24.6%                             | 38.4%                        | 34.5%   | 1.0%                         | 1.5%                              | 203              |
| .....Students of Color  | 4.0                | 25.9%                             | 51.9%                        | 17.3%   | 3.7%                         | 1.2%                              | 81               |

| <b>F3b: Influence of NCSU: Likelihood of abstaining from using offensive language</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.7                | 21.2%                             | 40.4%                        | 32.7%   | 1.9%                         | 3.8%                              | 52               |
| .....Middle class   | 3.9                | 27.4%                             | 39.3%                        | 31.1%   | 0.7%                         | 1.5%                              | 135              |
| .....Upper middle/Upper class   | 4.0                | 24.4%                             | 50.0%                        | 22.2%   | 3.3%                         | .                                 | 90               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

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| <b>F3c: Influence of NCSU: Likelihood of notifying others about offensive language</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>   | 3.7                | 14.5%                             | 46.8%                        | 35.1%   | 1.1%                         | 2.5%                              | 282              |

| <b>F3c: Influence of NCSU: Likelihood of notifying others about offensive language</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male  | 3.6                | 11.8%                             | 43.3%                        | 41.0%   | 1.7%                         | 2.2%                              | 178              |
| .....Female  | 3.9                | 19.1%                             | 58.4%                        | 21.3%   | .                            | 1.1%                              | 89               |

| <b>F3c: Influence of NCSU: Likelihood of notifying others about offensive language</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian   | 3.7                | 14.9%                             | 45.0%                        | 36.6%   | 1.5%                         | 2.0%                              | 202              |
| .....Students of Color   | 3.7                | 13.8%                             | 51.3%                        | 31.3%   | .                            | 3.8%                              | 80               |

| <b>F3c: Influence of NCSU: Likelihood of notifying others about offensive language</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class  | 3.5                | 11.5%                             | 40.4%                        | 42.3%   | .                            | 5.8%                              | 52               |
| .....Middle class  | 3.8                | 17.0%                             | 46.7%                        | 33.3%   | 1.5%                         | 1.5%                              | 135              |
| .....Upper middle/Upper class  | 3.7                | 12.4%                             | 53.9%                        | 31.5%   | .                            | 2.2%                              | 89               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
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| <b>F3d: Influence of NCSU: Likelihood of initiating conversation with student of different race/ethnicity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.8                | 17.3%                             | 47.0%                        | 33.6%   | 1.8%                         | 0.4%                              | 283              |

| <b>F3d: Influence of NCSU: Likelihood of initiating conversation with student of different race/ethnicity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.7                | 15.2%                             | 46.1%                        | 37.1%   | 1.7%                         | .                                 | 178              |
| .....Female   | 4.0                | 23.6%                             | 52.8%                        | 21.3%   | 2.2%                         | .                                 | 89               |

| <b>F3d: Influence of NCSU: Likelihood of initiating conversation with student of different race/ethnicity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 3.8                | 17.8%                             | 45.0%                        | 35.6%   | 1.5%                         | .                                 | 202              |
| .....Students of Color  | 3.8                | 16.0%                             | 51.9%                        | 28.4%   | 2.5%                         | 1.2%                              | 81               |

| <b>F3d: Influence of NCSU: Likelihood of initiating conversation with student of different race/ethnicity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.7                | 21.2%                             | 38.5%                        | 34.6%   | 3.8%                         | 1.9%                              | 52               |
| .....Middle class   | 3.8                | 16.3%                             | 51.1%                        | 31.1%   | 1.5%                         | .                                 | 135              |
| .....Upper middle/Upper class   | 3.8                | 16.7%                             | 47.8%                        | 34.4%   | 1.1%                         | .                                 | 90               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
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**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
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| <b>F3e: Influence of NCSU: Comfort working with students from diverse backgrounds</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.9                | 25.1%                             | 47.7%                        | 25.1%   | 1.1%                         | 1.1%                              | 279              |

| <b>F3e: Influence of NCSU: Comfort working with students from diverse backgrounds</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.9                | 24.1%                             | 46.0%                        | 28.2%   | 0.6%                         | 1.1%                              | 174              |
| .....Female   | 4.1                | 29.2%                             | 52.8%                        | 15.7%   | 2.2%                         | .                                 | 89               |

| <b>F3e: Influence of NCSU: Comfort working with students from diverse backgrounds</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 3.9                | 24.1%                             | 45.7%                        | 28.1%   | 1.5%                         | 0.5%                              | 199              |
| .....Students of Color  | 4.0                | 27.5%                             | 52.5%                        | 17.5%   | .                            | 2.5%                              | 80               |

| <b>F3e: Influence of NCSU: Comfort working with students from diverse backgrounds</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.8                | 23.5%                             | 45.1%                        | 27.5%   | .                            | 3.9%                              | 51               |
| .....Middle class   | 4.0                | 28.4%                             | 44.8%                        | 24.6%   | 1.5%                         | 0.7%                              | 134              |
| .....Upper middle/Upper class   | 4.0                | 20.5%                             | 55.7%                        | 22.7%   | 1.1%                         | .                                 | 88               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
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**Section F: Shaping Attitudes about Diversity**  
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| <b>F3f: Influence of NCSU: Understanding of diversity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 3.9                | 22.3%                             | 50.0%                        | 25.2%   | 1.8%                         | 0.7%                              | 278              |

| <b>F3f: Influence of NCSU: Understanding of diversity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 3.8                | 20.1%                             | 47.7%                        | 29.3%   | 2.3%                         | 0.6%                              | 174              |
| .....Female   | 4.1                | 29.5%                             | 55.7%                        | 14.8%   | .                            | .                                 | 88               |

| <b>F3f: Influence of NCSU: Understanding of diversity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>                                     |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian                                      | 3.9                | 20.7%                             | 49.0%                        | 27.8%   | 2.0%                         | 0.5%                              | 198              |
| .....Students of Color                                    | 4.0                | 26.3%                             | 52.5%                        | 18.8%   | 1.3%                         | 1.3%                              | 80               |

| <b>F3f: Influence of NCSU: Understanding of diversity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>                           |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class                                   | 3.8                | 19.6%                             | 43.1%                        | 33.3%   | 2.0%                         | 2.0%                              | 51               |
| .....Middle class   | 3.9                | 23.3%                             | 49.6%                        | 24.1%   | 2.3%                         | 0.8%                              | 133              |
| .....Upper middle/Upper class                             | 4.0                | 22.7%                             | 56.8%                        | 19.3%   | 1.1%                         | .                                 | 88               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

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| <b>F3g:<br/>Influence of<br/>NCSU:<br/>Ability to<br/>work in job<br/>with people<br/>of diverse<br/>backgrounds</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|---|------------------|
| <b>Total (N)</b>   | 4.0                    | 25.8%                                     | 47.7%                                | 25.4%   | 1.1%                                      | 279              |

| <b>F3g: Influence of NCSU:<br/>Ability to work in job with<br/>people of diverse<br/>backgrounds</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|---|------------------|
| <b>Gender*</b>   |                        |   |                                      |   |   |                  |
| .....Male  | 3.9                    | 23.0%                                     | 47.7%                                | 28.2%   | 1.1%                                      | 174              |
| .....Female  | 4.2                    | 32.6%                                     | 50.6%                                | 16.9%   | .   | 89               |

| <b>F3g: Influence of<br/>NCSU: Ability to<br/>work in job with<br/>people of diverse<br/>backgrounds</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|---|------------------|
| <b>Race/Ethnicity</b>  |                        |   |                                      |   |   |                  |
| .....White/Caucasian   | 3.9                    | 24.6%                                     | 45.7%                                | 29.1%   | 0.5%                                      | 199              |
| .....Students of Color   | 4.1                    | 28.8%                                     | 52.5%                                | 16.3%   | 2.5%                                      | 80               |

| <b>F3g: Influence of NCSU:<br/>Ability to work in job with<br/>people of diverse<br/>backgrounds</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|---|------------------|
| <b>Socioeconomic Background</b>  |                        |   |                                      |   |   |                  |
| .....Poor/Working class  | 3.8                    | 19.6%                                     | 49.0%                                | 27.5%   | 3.9%                                      | 51               |
| .....Middle class  | 4.0                    | 28.4%                                     | 47.0%                                | 23.9%   | 0.7%                                      | 134              |
| .....Upper middle/Upper class  | 4.0                    | 25.0%                                     | 51.1%                                | 23.9%   | .   | 88               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

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**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F3h: Influence of NCSU: Comfort interacting with people of different race/ethnicity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>   | 4.0                | 26.2%                             | 46.6%                        | 25.4%   | 1.1%                         | 0.7%                              | 279              |

| <b>F3h: Influence of NCSU: Comfort interacting with people of different race/ethnicity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Male  | 4.0                | 27.0%                             | 43.7%                        | 28.2%   | 0.6%                         | 0.6%                              | 174              |
| .....Female  | 4.1                | 28.1%                             | 56.2%                        | 14.6%   | 1.1%                         | .                                 | 89               |

| <b>F3h: Influence of NCSU: Comfort interacting with people of different race/ethnicity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian   | 3.9                | 25.1%                             | 44.2%                        | 29.6%   | 0.5%                         | 0.5%                              | 199              |
| .....Students of Color   | 4.1                | 28.8%                             | 52.5%                        | 15.0%   | 2.5%                         | 1.3%                              | 80               |

| <b>F3h: Influence of NCSU: Comfort interacting with people of different race/ethnicity</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|--|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class  | 3.9                | 27.5%                             | 41.2%                        | 27.5%   | 2.0%                         | 2.0%                              | 51               |
| .....Middle class  | 4.0                | 28.4%                             | 44.8%                        | 26.1%   | .                            | 0.7%                              | 134              |
| .....Upper middle/Upper class  | 4.0                | 22.7%                             | 54.5%                        | 20.5%   | 2.3%                         | .                                 | 88               |

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F3i:<br/>Influence<br/>of NCSU:<br/>Comfort<br/>interacting<br/>with<br/>people of<br/>different<br/>sexual<br/>orientation</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Total (N)</b>   | 3.8                    | 23.3%                                     | 39.8%                                | 34.4%   | 1.4%                                 | 1.1%                                      | 279              |

| <b>F3i: Influence of NCSU:<br/>Comfort interacting with<br/>people of different sexual<br/>orientation</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Gender*</b>   |                        |   |                                      |   |                                      |   |                  |
| .....Male  | 3.8                    | 19.5%                                     | 39.7%                                | 38.5%   | 1.1%                                 | 1.1%                                      | 174              |
| .....Female  | 4.1                    | 32.6%                                     | 42.7%                                | 23.6%   | 1.1%                                 | .   | 89               |

| <b>F3i: Influence of<br/>NCSU: Comfort<br/>interacting with<br/>people of different<br/>sexual orientation</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Race/Ethnicity*</b>   |                        |   |                                      |   |                                      |   |                  |
| .....White/Caucasian   | 3.8                    | 24.0%                                     | 34.0%                                | 40.0%   | 1.5%                                 | 0.5%                                      | 200              |
| .....Students of Color   | 3.9                    | 21.5%                                     | 54.4%                                | 20.3%   | 1.3%                                 | 2.5%                                      | 79               |

| <b>F3i: Influence of NCSU:<br/>Comfort interacting with<br/>people of different sexual<br/>orientation</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Socioeconomic Background</b>  |                        |   |                                      |   |                                      |   |                  |
| .....Poor/Working class  | 3.7                    | 18.0%                                     | 42.0%                                | 36.0%   | .                                    | 4.0%                                      | 50               |
| .....Middle class  | 3.8                    | 23.9%                                     | 37.3%                                | 36.6%   | 1.5%                                 | 0.7%                                      | 134              |
| .....Upper middle/Upper class  | 3.9                    | 25.8%                                     | 43.8%                                | 28.1%   | 2.2%                                 | .   | 89               |

\* Statistically significant difference (p<.05) between group  
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**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
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**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F3j:<br/>Influence<br/>of NCSU:<br/>Comfort<br/>interacting<br/>with<br/>people<br/>with<br/>disabilities</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Total (N)</b>   | 3.8                    | 17.4%                                     | 44.1%                                | 37.7%   | 0.4%                                 | 0.4%                                      | 281              |

| <b>F3j: Influence of NCSU:<br/>Comfort interacting with<br/>people with disabilities</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Gender*</b>   |                        |   |                                      |   |                                      |   |                  |
| .....Male  | 3.8                    | 14.8%                                     | 46.0%                                | 38.6%   | 0.6%                                 | .   | 176              |
| .....Female  | 3.9                    | 24.7%                                     | 41.6%                                | 33.7%   | .                                    | .   | 89               |

| <b>F3j: Influence of<br/>NCSU: Comfort<br/>interacting with<br/>people with<br/>disabilities</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Race/Ethnicity</b>  |                        |   |                                      |   |                                      |   |                  |
| .....White/Caucasian   | 3.8                    | 17.5%                                     | 42.0%                                | 40.5%   | .                                    | .   | 200              |
| .....Students of Color   | 3.8                    | 17.3%                                     | 49.4%                                | 30.9%   | 1.2%                                 | 1.2%                                      | 81               |

| <b>F3j: Influence of NCSU:<br/>Comfort interacting with<br/>people with disabilities</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Socioeconomic Background</b>  |                        |   |                                      |   |                                      |   |                  |
| .....Poor/Working class  | 3.7                    | 17.6%                                     | 45.1%                                | 33.3%   | 2.0%                                 | 2.0%                                      | 51               |
| .....Middle class  | 3.8                    | 19.3%                                     | 40.0%                                | 40.7%   | .                                    | .   | 135              |
| .....Upper middle/Upper class  | 3.8                    | 14.6%                                     | 50.6%                                | 34.8%   | .                                    | .   | 89               |

\* Statistically significant difference (p<.05) between group  
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**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
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**Tables of Results by Student Demographic Profile**

| <b>F3k:<br/>Influence<br/>of NCSU:<br/>Comfort<br/>interacting<br/>with<br/>people of<br/>different<br/>religion</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Total (N)</b>   | 3.9                    | 26.0%                                     | 45.6%                                | 26.0%   | 1.4%                                 | 1.1%                                      | 281              |

| <b>F3k: Influence of NCSU:<br/>Comfort interacting with<br/>people of different religion</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Gender*</b>   |                        |   |                                      |   |                                      |   |                  |
| .....Male  | 3.9                    | 23.9%                                     | 46.0%                                | 29.0%   | .                                    | 1.1%                                      | 176              |
| .....Female  | 4.1                    | 33.7%                                     | 47.2%                                | 15.7%   | 3.4%                                 | .   | 89               |

| <b>F3k: Influence of<br/>NCSU: Comfort<br/>interacting with<br/>people of different<br/>religion</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Race/Ethnicity</b>  |                        |   |                                      |   |                                      |   |                  |
| .....White/Caucasian   | 3.9                    | 24.0%                                     | 44.0%                                | 29.5%   | 2.0%                                 | 0.5%                                      | 200              |
| .....Students of Color   | 4.1                    | 30.9%                                     | 49.4%                                | 17.3%   | .                                    | 2.5%                                      | 81               |

| <b>F3k: Influence of NCSU:<br/>Comfort interacting with<br/>people of different religion</b> | <b>Mean<br/>Rating</b> | <b>5: Very<br/>positive<br/>influence</b> | <b>4:<br/>Positive<br/>influence</b> | <b>3:<br/>Neither<br/>positive<br/>nor<br/>negative<br/>influence</b> | <b>2:<br/>Negative<br/>influence</b> | <b>1: Very<br/>negative<br/>influence</b> | <b>Total (N)</b> |
|--|------------------------|---|--------------------------------------|---|--------------------------------------|---|------------------|
| <b>Socioeconomic Background</b>  |                        |   |                                      |   |                                      |   |                  |
| .....Poor/Working class  | 3.8                    | 23.5%                                     | 45.1%                                | 25.5%   | 2.0%                                 | 3.9%                                      | 51               |
| .....Middle class  | 4.0                    | 28.1%                                     | 41.5%                                | 28.9%   | 0.7%                                 | 0.7%                                      | 135              |
| .....Upper middle/Upper class  | 4.0                    | 24.7%                                     | 52.8%                                | 20.2%   | 2.2%                                 | .   | 89               |

\* Statistically significant difference (p<.05) between group  
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**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Engineering**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

| <b>F3I: Influence of NCSU: Comfort interacting with people of different country-of-origin</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Total (N)</b>  | 4.0                | 28.0%                             | 48.4%                        | 21.5%   | 1.4%                         | 0.7%                              | 279              |

| <b>F3I: Influence of NCSU: Comfort interacting with people of different country-of-origin</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Gender*</b>  |                    |                                   |                              |   |                              |                                   |                  |
| .....Male   | 4.0                | 27.6%                             | 45.4%                        | 25.9%   | 1.1%                         | .                                 | 174              |
| .....Female   | 4.1                | 32.6%                             | 53.9%                        | 10.1%   | 2.2%                         | 1.1%                              | 89               |

| <b>F3I: Influence of NCSU: Comfort interacting with people of different country-of-origin</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Race/Ethnicity</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....White/Caucasian  | 4.0                | 28.8%                             | 44.9%                        | 24.7%   | 1.0%                         | 0.5%                              | 198              |
| .....Students of Color  | 4.0                | 25.9%                             | 56.8%                        | 13.6%   | 2.5%                         | 1.2%                              | 81               |

| <b>F3I: Influence of NCSU: Comfort interacting with people of different country-of-origin</b> | <b>Mean Rating</b> | <b>5: Very positive influence</b> | <b>4: Positive influence</b> | <b>3: Neither positive nor negative influence</b> | <b>2: Negative influence</b> | <b>1: Very negative influence</b> | <b>Total (N)</b> |
|---|--------------------|-----------------------------------|------------------------------|---|------------------------------|-----------------------------------|------------------|
| <b>Socioeconomic Background</b>   |                    |                                   |                              |   |                              |                                   |                  |
| .....Poor/Working class   | 3.9                | 28.0%                             | 42.0%                        | 26.0%   | 2.0%                         | 2.0%                              | 50               |
| .....Middle class   | 4.1                | 28.1%                             | 50.4%                        | 20.7%   | 0.7%                         | .                                 | 135              |
| .....Upper middle/Upper class   | 4.0                | 28.4%                             | 51.1%                        | 17.0%   | 2.3%                         | 1.1%                              | 88               |