

**North Carolina State University**  
**2019 Campus Climate Survey**  
**Introduction, Research Methods, and Response Rates**

## **Introduction**

The Campus Climate Survey (CCS) was administered during the Fall semester in 2019 by NC State's Office of Institutional Research and Planning (OIRP), in collaboration with the Office of Institutional Equity and Diversity. The overall research design and questionnaires were modeled after the 2004, 2010, and 2015 administrations of the CCS at NC State. The purpose of the survey was to collect information and opinions from undergraduate and graduate students about the campus climate to better enable academic and non-academic units across campus assess and improve the climate for all students, and to help in our efforts to enhance all students' understanding of and appreciation for global perspectives.

Topics covered in the survey include satisfaction with various aspects of being an NC State student, interactions with others on campus, participation in diversity-related or multicultural affirmation/awareness events, and perceptions about the role of diversity in higher education. The survey also asks respondents to reflect on experiences that have shaped their attitudes about diversity and inclusion, and for their perceptions of how supportive the campus environment is for diversity in general and for specific traditionally underrepresented groups in particular. The CCS also included a section on sexual assault, asking students their perceptions about the extent of sexual assault on campus, and their awareness of NC policies related to sexual assault. Finally, the survey asked respondents a wide range of demographic questions, allowing results to be broken out not just by, for example, gender identity and race/ethnicity, but also by sexual orientation, disability status, socio-economic status, first-generation student versus non-first generation, and U.S. versus international residency status.

## **Survey Administration**

Separate questionnaires were developed for undergraduate and graduate students, with slight differences in questions and question wording where necessary. The surveys were comprehensive and therefore long, consisting of about 200 closed-end and 8 open-end questions. Respondents could submit part of the online survey, leave and return at a later time and be automatically taken to where they had left off.

The survey population consisted of all undergraduate and graduate students enrolled in at least one face-to-face course in the 2019 Fall semester. No sampling was done. The final population included a total of 31,108 students (23,541 undergraduate and 7,567 graduate).

The CCS was available online from September 25 through October 21. On September 25 all students in the survey population were sent an email from NC State Chancellor Woodson inviting them to participate in the survey. The first follow-up reminder to non-respondents was from Sheri Schwab, Vice Provost for Institutional Equity and Diversity, the second reminder from Nancy Whelchel, Director for Survey Research in the Office of Institutional Research and Planning, and a third reminder, again from Vice Provost Schwab. A final reminder was emailed over the names of the Student Body President and the President of the Graduate Student Association. In addition, the survey was promoted through flyers posted around campus, and through various campus groups and office listservs and newsletters, e-boards, and Facebook and Twitter posts. Copies of email messages are provided in [Appendix A](#).

To encourage participation the survey included incentives. Twenty-five students who responded by October 8 were randomly selected to win a \$25 Amazon.com gift card. In addition, all students who

completed the survey before it closed on October 21 were entered into a drawing in which five students were randomly selected to each win a \$75 Amazon.com gift card.

To access the secure survey, students were required to go through the Office of Information Technology's authentication process (i.e., enter their Unity ID and password). In addition to controlling access to the survey, this allowed UPA to send follow-up reminders to only non-respondents. Only a randomly generated ID was included on the record of responses for each participant. All data are stored on a secure, password protected server. The survey and all results are confidential

## **Response Rates and Demographic Profile of Respondents**

### Undergraduate Students

Table 1 presents the response rate overall and by gender, race/ethnicity<sup>1</sup>, residence status, academic class, and academic college for undergraduate students. The response rate for undergraduate students was 17.9 percent (4,208 of 23,541) with a margin of sampling error of  $\pm 1.2$  percentage points. While the racial/ethnic make-up and residency status of respondents closely mirrors that of the undergraduate population, female students are overrepresented among survey respondents, making up 47.3 percent of the undergraduate population and 56.1 percent of survey respondents. In addition, freshmen were slightly more likely, and sophomores slightly less likely, than either juniors or seniors to participate in the survey. Finally, undergraduates in the College of Humanities and Social Sciences and in the College of Sciences are slightly overrepresented among survey respondents, and those from the Poole College of Management slightly underrepresented.

### Graduate Students

Table 2 presents the overall response rate for graduate students, as well as response rates by gender, race/ethnicity<sup>1</sup>, residency status, degree, and academic college. Of the 7,567 graduate students in the survey population, 1,964 submitted the survey for a response rate of 26.0 percent with a margin of sampling error of  $\pm 1.6$  percentage points. Similar to undergraduates, females are slightly overrepresented among survey respondents, making up 46.6 percent of the graduate student population, and 49.7 percent of the survey respondents. Asian and Hispanic/Latino/Latinx students are slightly overrepresented, as are international students compared to white and U.S. residents, respectively. Graduate students in the Colleges of Engineering, Natural Resources, and Textiles are slightly overrepresented among survey respondents, and those from the College of Sciences and the Poole College of Management slightly underrepresented.

A complete demographic profile of survey respondents is in [Appendix B](#) (undergraduate students) and [Appendix C](#) (graduate students). Specifically, 2-way crosstabulation tables are provided for each combination of gender, race/ethnicity, residency status, academic class (undergraduate only), degree level (graduate only), and academic college of respondents.

**Table 1: Response Rate and Margin of Sampling Error (Undergraduate Students)**

	Survey Population		Survey Respondents		Response Rate	Margin of Sampling Error
	N	%	N	%		
Overall	23,541	100.0%	4,208	100.0%	17.9%	±1.2
<b>Gender</b>						
Female	11,143	47.3%	2,359	56.1%	21.2%	±1.6
Male	12,398	52.7%	1,740	41.3%	14.0%	±2.0
<b>Race/Ethnicity</b>						
African American/Black	1,373	5.8%	254	6.0%	18.5%	±5.0
Asian	2,352	10.0%	415	9.9%	17.6%	±4.0
Hispanic/Latino/Latinx	1,506	6.4%	280	6.7%	18.6%	±4.8
White/Caucasian	16,187	68.8%	2,833	67.3%	17.5%	±1.5
Multiple races/ethnicities	920	3.9%	232	5.5%	25.2%	±4.8
Other/Unknown	1,203	5.1%	194	4.6%	16.1%	±5.9
<b>Residence</b>						
U.S. resident	22,589	96.0%	4,058	96.4%	18.0%	±1.3
International student	952	4.0%	150	3.6%	15.8%	±6.7
<b>Academic Class</b>						
Agricultural Institute	315	1.3%	41	1.0%	13.0%	13.3
Freshman	5,084	21.6%	1,089	25.9%	21.4%	±2.3
Sophomore	4,708	20.0%	752	17.9%	16.0%	±3.0
Junior	6,006	25.5%	1,011	24.0%	16.8%	±2.6
Senior	7,428	31.6%	1,315	31.3%	17.7%	±2.2
<b>College</b>						
Agriculture and Life Sciences	2,909	12.4%	514	12.2%	17.7%	±3.6
Design	569	2.4%	102	2.4%	17.9%	±8.0
Education	547	2.3%	100	2.4%	18.3%	±8.0
Engineering	6,309	26.8%	1,175	27.9%	18.6%	±2.3
Natural Resources	1,399	5.9%	269	6.4%	19.2%	±4.8
Humanities and Social Sciences	3,632	15.4%	721	17.1%	19.9%	±2.9
Sciences	2,941	12.5%	578	13.7%	19.7%	±3.3
Textiles	778	3.3%	146	3.5%	18.8%	±6.6
Management	3,165	13.4%	383	9.1%	12.1%	±4.4
University College	1,292	5.5%	220	5.2%	17.0%	±5.5

**Table 2: Response Rate and Margin of Sampling Error (Graduate Students)**

	Survey Population		Survey Respondents		Response Rate	Margin of Sampling Error
	N	%	N	%		
Overall	7,567	100.0%	1,964	100.0%	26.0%	±1.6
<b>Gender</b>						
Female	3,528	46.6%	976	49.7%	27.7%	±2.3
Male	4,039	53.4%	962	49.0%	23.8%	±2.4
<b>Race/Ethnicity</b>						
African American/Black	478	6.3%	137	7.0%	28.7%	±6.0
Asian	2,175	28.7%	664	33.8%	30.5%	±2.6
Hispanic/Latino/Latinx	386	5.1%	125	6.4%	32.4%	±5.9
White/Caucasian	3,455	45.7%	820	41.8%	23.7%	±2.6
Multiple races/ethnicities	186	2.5%	54	2.7%	29.0%	±9.5
Other/Unknown	887	11.7%	164	8.4%	18.5%	±6.2
<b>Residence</b>						
U.S. resident	4,561	60.3%	1,083	55.1%	23.7%	±2.3
International student	3,006	39.7%	881	44.9%	29.3%	±2.3
<b>Degree Seeking</b>						
Masters	3,834	50.7%	964	49.1%	25.1%	±2.4
Doctoral	3,338	44.1%	909	46.3%	27.2%	±2.4
Vet Med	395	5.2%	91	4.6%	23.0%	±1.6
<b>College</b>						
Agriculture and Life Sciences	822	10.9%	189	9.6%	23.0%	±5.5
Design	253	3.3%	72	3.7%	28.5%	±8.3
Education	535	7.1%	153	7.8%	28.6%	±5.7
Engineering	2,858	37.8%	765	39.0%	26.8%	±2.6
Natural Resources	218	2.9%	82	4.2%	37.6%	±6.8
Humanities and Social Sciences	816	10.8%	225	11.5%	27.6%	±4.7
Sciences	886	11.7%	203	10.3%	22.9%	±5.3
Textiles	204	2.7%	84	4.3%	41.2%	±6.3
Veterinary Medicine	475	6.3%	117	6.0%	24.6%	±6.8
Management	381	5.0%	53	2.7%	13.9%	±11.6
Provost Office (Academic Analytics)	119	1.6%	21	1.1%	17.6%	±17.6

## **Analyses**

The data obtained from survey respondents were analyzed using standard statistical methods. Tables presenting results overall and by academic college and demographic profile are available via the [2019 Campus Climate Survey Table of Contents](#). Subgroup analyses consist of crosstabulations of survey items by academic college, academic class/degree, gender, race/ethnicity, residency, socioeconomic background, college generation, sexual orientation, and disability status. Statistically significant differences between subgroups are noted with an asterick (\*).

### **Endnotes:**

\*Population and respondent race/ethnicity presented in Tables 1 and 2 is based on official university records.

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