

North Carolina State University

2013 Sophomore Student Survey:

Introduction, Methods, and Student Demographic Profile

Introduction

The Sophomore Survey is one of an on-going series of surveys regularly administered to students at NC State. While all institutions in the University of North Carolina system are required by General Administration to participate in the Sophomore Survey, NC State expands on the number of topics covered in it as well as on the population eligible to participate.¹ The NC State Sophomore Survey, administered to all second-semester sophomores, collects detailed information on a wide range of topics, including the academic environment; instruction and mentoring experiences with faculty; academic advising; support services; the campus climate and safety; knowledge, skills, and personal growth; engagement; and overall satisfaction. The Sophomore Survey was first administered at NC State in 1998, and is now administered on a triennial basis. This series of reports presents findings from the Spring 2013 Sophomore Survey. This introductory report describes the survey methods and compares survey respondents to the survey population on gender, race/ethnicity¹, and academic unit. A separate report, [2013 Sophomore Student Survey: Overall Results](#), provides detailed results on each individual survey topic.²

Survey Administration

NC State's University Planning and Analysis office is responsible for administering the survey, analyzing the data, and preparing and distributing reports on results. The online 2013 Sophomore Survey was available from March 14, 2013 until April 11, 2013.³ All students in the survey population were sent an email from NC State Chancellor Woodson inviting them to participate in the survey. Non-respondents were sent up to three follow-up email reminders. Administrators in the colleges and departments, faculty, and academic advisors were also asked to encourage their students to participate in the survey. As an incentive, five respondents who completed the survey by noon on Wednesday, March 20 were randomly selected to each win \$50 in credit to their AllCampus card. In addition, ten students who completed the survey by noon on the April 11 deadline were randomly selected to receive \$25 in AllCampus credit.

¹ Reports provided to UNC-GA include data from only those meeting the GA population criteria, and only the GA-required questions.

² Typically UPA also provides reports on results broken down by gender, race/ethnicity, college, and department, but due to low response rates such reports are not available for the 2013 Sophomore Survey.

³ In the past the Sophomore Survey also included a paper-survey follow-up for those who did not complete the online survey. Given the low return on the paper surveys, and the additional cost of the paper survey, in the 2013 administration the paper survey follow-up was dropped.

Population and Survey Respondents

All students who had completed 45-59 credit hours by the beginning of spring semester 2013, excluding those who had enrolled as new freshmen in Fall 2012, were eligible to complete the Sophomore Survey. In previous administrations of the survey NC State had followed the UNC-GA population definition, which includes only those who had completed 45-59 credit hours, with at least 30 of them at NC State. Thus, the NC State population for 2013 includes more transfer students than would be eligible under the UNC-GA definition. Analyses not reported here indicates that there are few significant differences in the responses of the transfer students compared to those who came to NC State as a new freshman. Of the 2,443 eligible sophomores, 26.0 percent (634) returned usable surveys.

By Gender and Race/Ethnicity (Table 1-2)

Women were significantly more likely than men to participate in the Spring 2013 Sophomore Survey. While women make up just under half of the eligible Sophomore population, almost 60 percent of the respondents are women. The racial/ethnic breakdown of survey respondents closely mirrors that of the sophomore population. Among survey respondents, about three-fourths were white, 9 percent African American/Black, 6 percent Asian American, 4 percent multi-racial, and 4 percent Hispanic. Two percent of the respondents were international students (i.e., nonresident alien), and the other two percent were either American Indian, Alaska Native, Pacific Islander, or Native Hawaiian, or preferred not to report their race/ethnicity.

Table 1: Gender of Sophomore Class and Survey Respondents

Gender	Sophomore Population		Survey Respondents		Response Rate
	N	%	N	%	
Female	1177	48.2	375	59.2	31.9%
Male	1266	51.8	259	40.9	20.4%
Total	2443	100	634	100	26.0%

Table 2: Race/Ethnicity of Sophomore Class and Survey Respondents

Race/Ethnicity	Sophomore Population		Survey Respondents		Response Rate
	N	%	N	%	
African American/Black	201	8.2	56	8.8	27.9%
Asian American	111	4.5	36	5.7	32.4%
Hispanic	105	4.3	22	3.5	21.0%
White	1874	76.7	473	74.6	25.2%
Multi-racial	77	3.2	22	3.5	28.6%
International	32	1.3	12	1.9	37.5%
Other/Unknown	43	1.8	13	2.1	30.2%
Total	2443	100.0	634	100.0	26.0%

By Academic Units (Table 3)

Table 3 presents enrollment of sophomore students and survey respondents by academic unit. Sophomore enrollment figures were highest for the Colleges of Engineering (22.0%) and Agriculture and Life Sciences (20.3) and lowest for the Colleges of Design (3.3%) and Physical and Mathematical Sciences (3.4%). Given their relatively low response rates, students the Colleges of Design and in the Division of Academic and Student Affairs are slightly underrepresented among survey respondents. Those in the College of Engineering and the College of Humanities and Social Sciences are slightly overrepresented.

Table 3: Classification by Academic Unit

Academic Unit*	Sophomore Population		Survey Respondents		Response Rate
	N	%	N	%	
Agriculture and Life Sciences*	496	20.3	126	19.9	25.4%
Design	80	3.3	12	1.9	15.0%
Education	100	4.1	33	5.2	33.0%
Engineering	538	22.0	153	24.1	28.4%
Natural Resources	135	5.5	26	4.1	19.3%
Humanities and Social Sciences	403	16.5	119	18.8	29.5%
Physical and Mathematical Sciences*	83	3.4	28	4.4	33.7%
Textiles	137	5.6	41	6.5	29.9%
Management	320	13.1	71	11.2	22.2%
Division of Academic and Student Affairs*	151	6.2	25	3.9	16.6%
Total	2443	100.0	634	100.0	26.0%

*As of July 1, 2013 the College of Physical and Mathematical Sciences was reorganized and renamed the College of Sciences. At that time several departments in the College of Agriculture and Life Sciences were moved into the College of Sciences. Because these results are based on data collected prior to the move, and therefore these students were responding based on their experiences in their college at the time of the survey, in these reports they are considered to be in the College of Agriculture and Life Sciences. The Division of Academic and Student Affairs includes students enrolled in the First Year College, those in Environmental Sciences, and those classified as Inter-College Transfer or Transfer Undesignated.

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