

North Carolina State University

2016 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 it covers 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 2016 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, [2016 Sophomore Student Survey: Overall Results](#), provides detailed results on each individual survey topic. Results broken out by gender, race/ethnicity, and college will be available on the [OIRP website](#).

Survey Administration

NC State's Office of Institutional Research and Planning is responsible for administering the survey, analyzing the data, and preparing and distributing reports on results. The 2016 Sophomore Survey was available online from February 2, 2016 until March 26, 2016. 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, four respondents who completed the survey by February 10 were randomly selected to each win either \$50 in credit to their AllCampus card or a \$50 Amazon.com gift-card. In addition, ten students who completed the survey by initial deadline of February 24 were randomly selected to receive either \$25 in AllCampus credit or a \$25 Amazon.com gift-card. In order to increase response rates, the initial deadline was extended to March 25, and another drawing held in which four participants were randomly selected to each win a \$25 Amazon.com gift-card.

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

Population and Survey Respondents

All students who were enrolled as sophomores and had completed 45-59 credit hours by the beginning of Spring semester 2016 were eligible to complete the Sophomore Survey. This criteria differs from that required by UNC-GA, which stipulates that at least 30 of the 45-59 credit hours must have been completed at NC State. Thus, the NC State population for 2016 includes a greater number of transfer students and those who entered NC State with Advance Placement credits than would be eligible under the UNC-GA definition. Analyses not reported here indicates that there are few significant differences in the responses of these additional students compared to those meeting the UNC-GA eligibility criteria. Of the 2,756 eligible sophomores, 40.0 percent (1,102) submitted usable surveys.

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

Women were significantly more likely than men to participate in the Spring 2016 Sophomore Survey. While women make up just under half of the eligible Sophomore population, 57 percent of the respondents are women. Although participation in the survey varied by race/ethnicity, the racial/ethnic breakdown of survey respondents generally mirrors that of the sophomore population. Among survey respondents, about three-fourths were white, 5 percent African American/Black, 8 percent Asian American, 5 percent Hispanic, and 4 percent multi-racial. The remaining 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	1,309	47.5	629	57.1	48.1%
Male	1,447	52.5	473	42.9	32.7%
Total	2,756	100.0	1,102	100.0	40.0%

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

Race/Ethnicity	Sophomore Population		Survey Respondents		Response Rate
	N	%	N	%	
African American/Black	170	6.2	57	5.2	33.5%
Asian American	210	7.6	91	8.3	43.3%
Hispanic	123	4.5	58	5.3	47.1%
White	2,097	76.1	829	75.2	39.5%
Multi-racial	104	3.8	40	3.6	38.5%
Other/Unknown	52	1.9	27	2.4	51.9%
Total	2,756	100.1	1,102	100.0	40.0%

By Academic Units (Table 3)

Table 3 presents enrollment of sophomore students and survey respondents by academic unit. Again, the academic profile of the survey respondents generally mirrors that of the eligible Sophomore student population. Given their high response rates relative to other colleges, the Colleges of Design, Education, and Sciences are slightly over-represented among respondents, while those in University College and in the College of Engineering are slightly under-represented due to their relatively lower response rates.

Table 3: Classification by Academic Unit

Academic Unit	Sophomore Population		Survey Respondents		Response Rate
	N	%	N	%	
Agriculture and Life Sciences	310	11.2	133	12.1	42.9%
Design	75	2.7	41	3.7	54.7%
Education	63	2.3	32	2.9	50.8%
Engineering	729	26.4	270	24.5	37.0%
Natural Resources	161	5.8	63	5.7	39.1%
Humanities and Social Sciences	420	15.2	169	15.3	40.2%
Sciences	260	9.4	117	10.6	45.0%
Textiles	149	5.4	59	5.4	39.6%
Management	361	13.1	138	12.5	38.2%
University College	228	8.3	80	7.3	35.1%
Total	2,756	100.0	1,102	100.0	40.0%

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