**Spring 2004 Campus Climate Survey (Graduate and Undergraduate Students):**

**Research Methodology and Response Rates**

# Instrument Development

Questionnaires for the Spring 2004 Campus Climate Survey (CCS) were developed by the Vice Provost for Diversity and African American Affairs (VPDAA) and the University Diversity Advisory Committee (UDAC), in consultation with the Coordinator for Survey Research (CSR) at University Planning and Analysis. Potential survey topics were identified through a combination of:

* Findings from the Fall 2002 Classroom Climate Survey
* Findings from the Spring 2003 Student Focus Groups and Faculty Interviews
* Findings from the NC State Graduating Senior, Sophomore and Alumni Surveys
* Survey research at other colleges and universities
* Literature review
* UDAC members’ understanding of key university goals and areas of concern
* Input from the Executive Officers and Dean’s

An initial draft of the CCS for Undergraduates was pre-tested with 25 undergraduates. The questionnaire and the email invitation to participate in the survey were revised based on feedback from the pre-test participants. The CCS for Graduate Students was pre-tested with 5 graduate students, and also was revised based on their feedback. Final copies of the CCS for Undergraduates and for Graduate Students are included in Appendix A. Specific information about pre-test recruiting, participants, interview protocol, and findings are included in Appendix B.

# Survey Population

The survey population consisted of degree-seeking graduate and undergraduate students enrolled at NC State as of January 16, 2004. Students enrolled at NC State for the first time in Spring 2004 (i.e., new and transfer students) were excluded, as were distance education students, exchange/inter-university students, and lifelong education students. Students were also required to have a valid, working email address. There was no sampling done; all students in the population were invited to participate in the survey (Undergraduate N=18,158; Graduate Student N=4,834)

# Administration

The CCS was a web-based survey, although respondents had the option to request a paper survey or telephone survey. Invitations to participate in the survey were sent via email, under the name of the VPDAA and, for undergraduates, the Student Body President, and for graduate students, the University Graduate Student Association President.

The initial email invitation to participate in the survey was sent to all population members the day the survey went live on January 20. Up to two follow-up reminders (as necessary) were emailed to non-respondents approximately one and two weeks into the survey. In addition, an advertisement for the survey was run in the one of the student newspapers, *The Technician*, the last three days of the survey. The survey closed February 18.

The survey included a series of lottery-type incentives, which were explained in the email announcements, follow-ups, and the Technician ad. Ten respondents submitting the survey by January 26 were randomly selected to each win a $50 gift certificate to the NC State bookstore. After the first follow-up, eight respondents submitting it between January 26 and February 3 were randomly selected to each win a $25 gift certificate to the bookstore. After the second follow-up, four respondents submitting it between February 3 and it’s close on February 18 were randomly selected to each win a $25 gift certificate to the bookstore. Examples of email announcements are in Appendix C.

The URL listed in announcements about the survey took respondents to a welcome letter from the VPDAA (see Appendix C). The letter included information assuring respondents that all survey results would be confidential. In order to enhance security, follow-up with non-respondents, and to be able to merge information from University student data files with the survey data, students were then required to enter their University Unity ID and password to access the survey.

Response Rates

The CCS for undergraduates had a final response rate of 17.7% (3,211 out of 18,158 potential respondents), with a margin of error of plus or minus 1.4 percentage points. Due to their relatively high response rates, females, students in CALS, CED, and PAMS, freshmen, seniors, and those living on-campus are slightly over-represented among respondents in comparison to their proportion in the population. In contrast, males, those in CNR, COM, and FYC, sophomores, and those living off-campus are slightly underrepresented.

The CCS for graduate students had a final response rate of 27.2% (1,315 out of 4,834 potential respondents), with a margin of error of plus or minus 2.0 percentage points. Due to their relatively high response rates, females, whites, Hispanics, and those in CNR and CHASS are slightly over-represented among respondents in comparison to their proportion in the population. In contrast, males, Asians, and students in the College of Design, COT, and the Vet school are slightly underrepresented.

Detailed tables with response rates and margins of error for various subgroups are in Appendix D, along with tables describing the demographic profiles of respondents by gender, race/ethnicity, and college.

# Data Analysis

Although some respondent demographic information was obtained from University student data records, most was collected on the survey. Demographic information that was missing on the survey (i.e., the respondent did not answer the question) was taken from student data records when possible. In some cases, to facilitate analyses demographic variable response options were collapsed due to small N-sizes in some categories. (See Appendix E for a detailed discussion of key demographic variables used in analyses.)

Data obtained from the CSS were analyzed using standard statistical methods. Most analyses consisted of 2-way crosstabulations between individual survey items and demographics, with chi squares used to determine statistically significant relationships.

In additional to exploring relationships between individual survey items, items measuring similar substantive concepts and having identical response categories were grouped together into scales for statistical analyses. Factor analyses were conducted for all item groupings, both for all respondents, and by various subgroups (i.e., race, gender, sexual orientation). Based upon the results of the factor analyses and correlation matrices, items were further broken down as needed to reflect different latent concepts (see Appendix E for detailed information on scales).

The CSS included several open-end questions. Three independent coders read all comments from the first 600 surveys submitted, and worked together to create detailed coding schemes for each question (see Appendix E). Two independent coders then read all survey questions, and assigned up to three codes for each comment. The coders then compared codes assigned to each question, and resolved any differences, with the assistance of the project manager as necessary.