

North Carolina State University 2012-2013 Graduating Senior Survey: All Respondents

Introduction

This report presents findings from the 2012-2013 Graduating Senior Survey. It describes the overall responses to each survey question within the following topics: student goals and intentions; academic environment and faculty contributions; campus climate; student services; knowledge, skills, and personal development; employment; and extracurricular activities. For a full discussion of the survey's methodology, see "[2012-2013 Graduating Senior Survey: Introduction, Methods, and Student Demographic Profile](#)." Responses broken down by gender, race/ethnicity, and college, as well as a copy of the survey instrument with exact question wording, are available online through the [2012-2013 Graduating Senior Survey: Table of Contents](#).

Student Goals and Intentions

Educational Goals (Table 1)

Students were asked about their primary goal or objective in attending NC State and to what extent they accomplished that goal or objective. The majority of respondents' primary goal in attending NC State was either to *prepare for a new career or profession* (45.4%) or to *prepare for graduate or professional school* (36.3%).

Overall, more than three-fourths of all respondents said they "fully accomplished" their primary goal (76.1%). Respondents who said their primary goal was to *earn a bachelor's degree or certificate* were most likely to fully accomplish their objective (93.0%). Respondents whose primary goal was to prepare for a new career or profession were more likely than those whose primary goal was to prepare for graduate or professional school to say they "fully accomplished" their goal (76.2% vs. 69.7%, respectively).

Table 1: Goals and Objectives at NC State

Goal/objective for attending NCSU	Accomplishment of goal/objective			Goal/Objective Overall (N=2,081)
	Fully accomplished	Partially accomplished	Not accomplished	
Bachelors degree/certificate only (N=329)	93.0%	7.0%	.	15.8%
Prep. for grad/prof school (N=755)	69.7%	30.2%	0.1%	36.3%
Prep. for new career/profession (N=945)	76.2%	23.1%	0.7%	45.4%
Improve for current profession (N=24)	62.5%	33.3%	4.2%	1.2%
Courses for personal interest (N=2)	50.0%	50.0%	.	0.1%
Other (N=26)	61.5%	34.6%	3.8%	1.2%
<i>Accomplishment of Goal/Objective Overall (N=2,081)</i>	76.1%	23.4%	0.5%	100.0%

Time to Graduate (Tables 2 and 3)

Almost half of respondents (46.8%) reported that it took them longer than four years to graduate. The most common reason respondents gave for taking longer than four years to graduate was *changed majors* (42.4%). More than one-fifth of respondents reported taking longer than four years to graduate due to *hours spent working* (22.4%), *taking a lighter course load* (22.4%), and *could not get classes they needed* (20.8%).

Participation in *study abroad* was the least commonly reported reason for taking more than four years (6.0%). Among the 14.3 percent of respondents who selected the “other” response option, reasons mentioned included poor academic performance, poor advising, and taking extra classes for personal interest.

Table 2: Time to Graduation

	Yes	N
Taken longer than 4 yrs to graduate	46.8%	974

Table 3: Reasons for Taking More than Four Years to Graduate (Among those taking more than four years, N=974)*

	Yes, was a reason	N
Wanted/advised lighter courseload	22.4%	218
Could not get classes needed	20.8%	202
Changed majors	42.4%	412
Lost credits when transferred	17.8%	173
Graduating with more than one major	12.9%	125
Study abroad	6.0%	58
Co-op/intern/practicum/teach/etc	15.6%	152
Hours spent working	22.4%	218
Financial reasons	10.9%	106
Part-time for personal reasons (e.g., medical, family, etc.)	7.8%	76
Took semester or more off for personal reasons	17.0%	165
Other reasons	14.3%	139

*Respondents could select more than one reason.

Withdrawal/Transfer from NCSU (Figure 1 and Table 4)

Slightly less than one-fifth of respondents (18.5%) reported that they had considered withdrawing or transferring from NC State before graduation, with more than half of them either seriously considered doing so or actually leaving NC State and then later returning. Students who had considered leaving or who had actually left and returned most frequently reported issues related to *curriculum/program* (42.0%), *personal matters* (e.g., medical, roommate problems, personal relationships, etc.) (34.2%), and issues related to *campus life* (14.5%) for doing so. Over ten percent of those who had considered leaving or who had left and returned said they did so for financial reasons (11.3%)

Figure 1: Ever Consider Withdrawal or Transfer from NC State? (N=2,079)

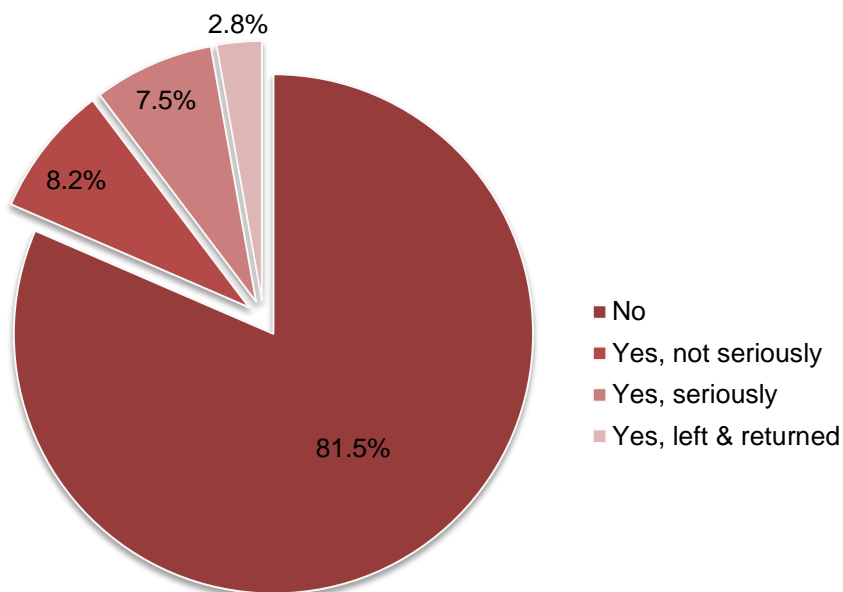


Table 4: Reasons for Considering Leaving NC State (N=345)*

	%	N
Curriculum/program Issues	42.0%	145
Personal matters	34.2%	118
Campus life	14.5%	50
Financial concerns	11.3%	39
Preference for another institution	8.1%	28
Poor academic performance	6.7%	23
Class environment	4.6%	16
Location	4.3%	15
Poor advising	3.8%	13
Diversity issues	2.3%	8
Non-academic opportunity	0.9%	3

*Respondents could offer more than one reason

Reasons for Staying at NC State (Table 5)

Respondents who considered withdrawing or transferring, or had actually done so, were asked to describe their reasons for staying at or returning to NC State. The most common reason given for staying at NC State were *personal reasons* (36.9%), such as

the accomplishment of a personal goal and not giving up. Other common reasons for staying included the *program at NC State* (32.5%), the *hassle of leaving* (e.g., losing credits, etc.) (20.5%), *NCSU / Raleigh environment* (16.0%), and *financial reasons* (13.7%). Very few students (2.6%) reported that they stayed at or returned to NC State because they *could not get into their school of choice or that they had no better option*.

Table 5: Reasons for Staying at or Returning to NC State (N=351)*

	%	N
Personal reasons (e.g., accomplishment of personal goal, not giving up, etc.)	39.6%	139
Program at NC State	32.5%	114
Hassle of leaving (e.g., lose credit hours, etc.)	20.5%	72
NCSU / Raleigh environment	16.0%	56
Financial reasons	13.7%	48
Need degree for job/graduate school/success	9.7%	34
Didn't get into first choice/no better option	2.6%	9

*Respondents could offer more than one reason

Post-Graduation Plans (Table 6)

At the time they completed the survey, 43.5 percent of respondents reported that they were still *actively seeking* or were *planning on seeking employment*. Nearly one-fourth of respondents said that they had already *accepted a full-time job* (18.2%) or a *part-time job* (0.9%) for after graduation or that they *would continue in their current position* (4.6%). Approximately one-fifth of respondents said that they *planned to go on to graduate or professional school either full-time* (18.9%) or *part-time* (3.1%).

Given that more than 40 percent of respondents (41.5%) completed the survey four or more months prior to graduation, it is important to note that reports on post-graduation plans are somewhat related to how close to graduation the respondent completed the survey. For example, respondents who completed the survey less than two months from graduation were more than twice as likely as those completing it four or more months prior to graduation to have secured employment for after graduation (26.9% vs. 11.4% respectively).

The proportion of students who indicated that their post-graduation plans were to attend graduate/professional school was only moderately affected by the time at which students submitted the survey. Interestingly, students completing the survey closer to graduation were slightly less likely than those doing so well before graduation to say they were planning to attend graduate/professional school either full- or part-time.

Table 6: Plans Following Graduation

Plans following graduation	Number of Months Prior to Graduation Completed Survey			Plans Following Graduation Overall
	Less than 2 months	2-3 months	4 or more months	
Have accepted a full-time paid job related to field of study (N=340)	24.0%	15.8%	9.9%	16.4%
Have accepted a full-time paid job not related to field of study (N=37)	2.9%	0.5%	1.5%	1.8%
Have accepted a part-time paid job (N=19)	1.4%	0.7%	0.6%	0.9%
Will continue in my current paid job (N=95)	5.1%	5.0%	3.9%	4.6%
Currently seeking, or plan to seek, paid employment (N=903)	38.3%	43.1%	48.4%	43.5%
Going to graduate/professional school full-time (N=391)	16.8%	19.6%	20.3%	18.9%
Going to graduate/professional school part-time and working part-time (N=65)	3.0%	2.3%	3.7%	3.1%
Will take more undergraduate courses (N=16)	0.6%	1.4%	0.6%	0.8%
Neither seeking employment nor planning on attending school (N=10)	0.3%	0.9%	0.5%	0.5%
Military service (N=22)	1.2%	1.1%	0.9%	1.1%
Volunteer activity (N=13)	0.5%	0.7%	0.7%	0.6%
Starting or raising a family (N=5)	0.1%	0.5%	0.2%	0.2%
I don't know yet (N=85)	2.3%	4.5%	5.5%	4.1%
Other (N=73)	3.5%	4.1%	3.3%	3.5%
<i>Months Prior to Graduation Overall (N=2,074)</i>	37.1%	21.4%	41.5%	100.0%

Academic Environment and Faculty Contributions

Graduating seniors were asked to assess the academic environment at NC State. Specifically, they rated the overall education they received, the quality of instruction in their major and overall, and the intellectual environment on campus.

Overall Satisfaction (Figure 2, Tables 7 and 8)

The majority of graduating seniors reported being satisfied with the education they received at NC State. More than 90 percent (93.9%) said they *would recommend NC State to a friend* and more than 85 percent (85.9%) said they *would choose NC State again if starting over*. Although nearly two-thirds of respondents (65.5%) said they *would choose the same major again*, some uncertainty existed among graduating seniors, with more than one-fifth of respondents (20.8%) saying they were “not sure” if they would choose the same major. Over ten percent, however, said they would definitely not choose their same major again (13.7%).

Ratings for NC State’s academic environment were overwhelmingly positive. More than 90 percent of respondents rated the *overall education they received* as “excellent” (63.2%) or “good” (33.1%). Similarly, graduating seniors gave high ratings to the *quality of instruction in their majors*, with 66.1 percent rating it “excellent” and 28.2 percent rating it “good.” Nearly 90 percent of respondents gave positive ratings to the *quality of instruction overall*, but they were less likely to rate it “excellent” (33.6%) than “good” (56.2%). Finally, over 95 percent of respondents felt the *learning environment on campus* was “very strong” (51.2%) or “strong” (46.0%).

Figure 2: Overall Satisfaction

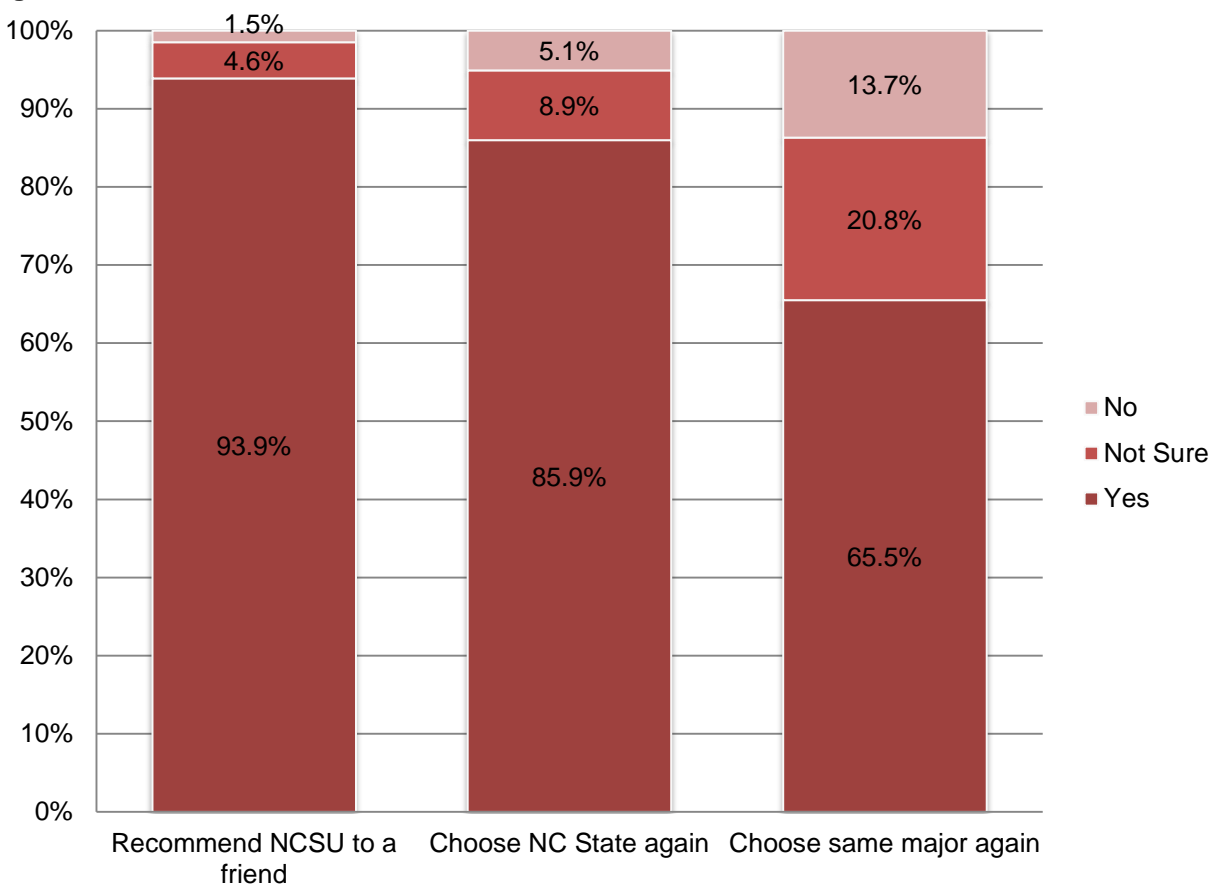


Table 7: Evaluation of Education

	Mean Rating	4: Excellent	3: Good	2: Fair	1: Poor	Total (N)
Quality of instruction in major	3.6	66.1%	28.2%	4.6%	1.1%	2,087
Quality of instruction overall	3.2	33.6%	56.2%	9.4%	0.7%	2,066
Overall education received	3.6	63.2%	33.1%	3.1%	0.5%	2,077

Table 8: Learning Environment on Campus

	Mean Rating	4: Very strong	3: Strong	2: Weak	1: Very weak	Total (N)
Learning environment on campus	3.5	51.2%	46.0%	2.4%	0.5%	2,070

Satisfaction with Instructors (Table 9)

Students were asked to evaluate their satisfaction with various aspects of the instruction provided by faculty members in their major department, using a scale from 1 (“very dissatisfied”) to 5 (“very satisfied”). Overall, students were very positive about the contributions faculty in their major department made toward their education. More than 80 percent of respondents reported being “very satisfied” or “satisfied” with each of the various aspects of instruction asked about. Respondents were most likely to be “very satisfied” with their *overall satisfaction with instruction* (43.2%), *how effectively they use instructional technology in teaching and learning activities* (39.4%), and with *how carefully they explain the expectations of student performance in the course* (39.3%).

Table 9: Satisfaction with Instructors in Major Department

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Ability to motivate me to do my best	4.2	37.4%	50.9%	8.7%	2.7%	0.2%	2,358
Carefully explain performance expectations	4.3	39.3%	53.5%	5.9%	1.2%	0.1%	2,354
How well explain course material	4.2	34.7%	55.3%	7.9%	1.9%	0.1%	2,354
Extent to which encourage class discussion	4.2	37.7%	46.4%	12.0%	3.6%	0.4%	2,349
Effectively use instr tech in teaching/learning activities	4.3	39.4%	49.0%	9.1%	2.2%	0.3%	2,356
How quickly provide feedback on work	4.1	29.8%	53.3%	12.3%	4.2%	0.4%	2,353
Helpfulness of feedback on work	4.1	32.9%	50.8%	12.1%	4.0%	0.2%	2,353
Overall satisfaction w/ instruction	4.3	43.2%	48.6%	6.5%	1.4%	0.3%	2,346

Faculty-Student Mentoring (Table 10)

Graduating seniors were asked whether or not they had various faculty-student mentoring experiences while at NC State, and if so, how the experiences contributed to their personal and/or professional growth. Students most frequently *reported regular meetings with faculty member who provided academic guidance* (52.4%), followed by

regular meetings with faculty to get professional guidance/support (46.0%). While less widespread, about one-fifth of students reported having had a research experience with a faculty member, i.e., an *independent study project* (21.6%) or a *research project* (20.5%). Respondents were least likely to have *worked on an extension/public service project with faculty* (10.7%).

For each type of mentoring experience about which they were asked, the majority of students having had the experience reported it contributed “a great deal” to their personal and/or professional growth. Interestingly, while a relatively small proportion of students reported regularly meeting with faculty to get *non-academic guidance* (17.4%), this mentoring experience received the highest percentage of students saying it contributed “a great deal” to their personal and professional growth (70.2%). Other mentoring experiences students reported contributing “a great deal” to their personal and professional growth include *routine meetings for professional guidance* (69.8%), *independent study project with faculty* (67.2%), and *research project with faculty* (66.7%).

Table 10: Faculty-Student Mentoring

	Yes, had experience		Contribution to Growth			
	%	N	4: A great deal	3: Some	2: A little	1: Not at all
Independent study project with faculty	21.6%	489	67.2%	28.2%	3.3%	1.3%
Research project with faculty	20.5%	462	66.7%	27.9%	5.0%	0.5%
Extension/public service project with faculty	10.7%	241	55.9%	34.3%	8.5%	1.4%
Assisted in teaching class/lab	12.9%	288	63.6%	29.5%	6.5%	0.4%
Routine academic guidance from faculty	52.4%	1,174	63.4%	29.9%	5.9%	0.8%
Routine professional guidance/support from faculty	46.0%	1,028	69.8%	23.9%	5.8%	0.5%
Routine non-academic guidance from faculty	17.4%	387	70.2%	23.3%	5.6%	0.8%
Worked with faculty on campus activities	24.6%	552	55.2%	35.3%	7.9%	1.6%

Academic Services for Students

Graduating seniors were instructed to evaluate their satisfaction with a number of academic services provided by the university based on their experiences within the last two years on campus. Ratings ranged from 1 (“very dissatisfied”) to 5 (“very satisfied”). The “Don’t know/Not applicable” response option available for those students with insufficient experience to evaluate a service area was excluded from the analyses.

Academic Services (Tables 11-14)

Survey questions related to academic services encompassed four primary areas: academic advising, library services, information technology, and career services. Overall, students were pleased with all 29 specific areas asked about, with each getting a positive rating of “very satisfied” or “satisfied” by a large majority of respondents. In general, respondents gave the highest ratings to library and technology services and lowest ratings to academic advising and career services. Among the individual items, respondents were most likely to be “very satisfied” with *library hours of operation* (52.6%), followed by *access to online library resources* (48.1%). Respondents were most likely to be “dissatisfied” or “very dissatisfied” with *space for group work* in the library (14.8%) and *sufficient time with advisor* (12.4%).

Academic Advising: Nearly three-fourths (74.4%) of respondents were either “very satisfied” or “satisfied” with their *overall academic advising experience*. They were most likely to be “very satisfied” with their advisors *providing accurate information about degree requirements and course sequencing* (44.4%) and with their advisor’s *knowledge about campus policies and procedures* (42.5%). On the other hand, more than 10 percent of respondents were either “dissatisfied” or “very dissatisfied” with *academic advising overall* (12.6%) and *sufficient time with advisor* (12.4%).

Table 11: Satisfaction with Academic Advising

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Sufficient time with advisor	3.9	38.2%	34.9%	14.5%	8.2%	4.2%	2,280
Accurate info. about degree req./course sequencing	4.1	44.4%	33.2%	13.2%	5.9%	3.2%	2,282
Advisor’s knowledge of university rules and procedures	4.1	42.5%	36.2%	13.5%	5.4%	2.3%	2,222
Advisor’s knowledge about post-grad educ options	3.9	36.7%	31.7%	23.5%	5.3%	2.8%	2,052
Advisor’s knowledge about post-grad employment options	3.8	32.7%	31.5%	25.9%	6.7%	3.2%	2,045
Academic advising overall	4.0	39.0%	35.4%	13.0%	8.9%	3.7%	2,278

Library Services: Overall, respondents reported being highly satisfied with the library services during their last two years on campus. More than 80 percent of respondents were either “very satisfied” or “satisfied” with six of the nine items asked about. Respondents were most likely to be “very satisfied” with *hours of operation* (52.6%), *access to online library resources* (48.1%), and *access to databases and resources* (45.3%). They were most likely to be “dissatisfied” or “very dissatisfied” with *space for group work* (14.8%) and *space for individual work* (11.2%).

Table 12: Satisfaction with Library Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Helpfulness of staff	4.2	38.5%	47.3%	13.8%	0.4%	0.1%	2,080
Space for individual student work	3.9	28.2%	47.2%	13.5%	9.6%	1.6%	2,198
Space for group work	3.8	26.2%	43.1%	15.8%	13.1%	1.7%	2,181
Training to use library and info resources	3.9	26.5%	43.9%	26.3%	3.0%	0.4%	2,011
Access to databases and resources	4.4	45.3%	45.4%	8.5%	0.7%	0.0%	2,177
Access to online library resources	4.4	48.1%	43.7%	7.3%	0.9%	0.0%	2,203
Hours of operation	4.5	52.6%	41.4%	5.1%	0.7%	0.1%	2,202
Effectiveness of library resources/services improving learning exp	4.3	39.4%	49.4%	10.7%	0.5%	0.1%	2,194
Library services overall	4.3	39.3%	52.5%	7.5%	0.5%	0.1%	2,221

Information Technology Services: More than three-fourths of respondents were either “very satisfied” or “satisfied” with six of the eight information technology services items asked about. They were most likely to be “very satisfied” with the *wireless access on campus* (36.4%) followed by *adequate equipment or software in computer labs to meet needs* (31.7%).

Table 13: Satisfaction with Information Technology Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Tech training I need to use	3.9	22.3%	47.2%	26.3%	3.8%	0.3%	1,907
Helpdesk assistance w/ solve probs	3.9	26.5%	44.9%	25.2%	2.8%	0.6%	1,803
Computer lab hours of operation	4.0	28.0%	51.3%	17.3%	2.8%	0.6%	2,010
Adequate equip/software in comp labs to meet needs	4.1	31.7%	49.8%	15.2%	2.8%	0.5%	2,068
Wireless access on campus	4.1	36.4%	46.6%	11.0%	4.9%	1.1%	2,205
Online course mgmt system(s) in classes (e.g., Moodle)	4.0	29.4%	51.9%	14.2%	3.6%	1.0%	2,214
IT effectiveness improving learning exp	4.1	27.3%	54.7%	16.2%	1.7%	0.2%	2,179
IT services overall	4.1	26.8%	57.8%	14.2%	1.1%	0.1%	2,188

Career Services: Ratings were consistently positive for career services, with little variation in the individual services asked about. More than three-fourths of respondents

were either “very satisfied” or “satisfied” with each of the six items asked about. Respondents were most likely to be “very satisfied” *with access to employment opportunities (36.4%)*. However, it is important to point out that students appear to have less experience with career services than with the other areas reported above, with sizable numbers selecting the “do not know / not applicable” response options for these items.

Table 14: Satisfaction with Career Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Helpfulness of staff	4.1	34.3%	43.8%	19.4%	2.2%	0.2%	1,739
Info for internships, co-ops, and other career-related exp	4.0	33.1%	42.3%	19.9%	3.9%	0.7%	1,786
Access to employment opportunities	4.1	36.4%	41.4%	18.1%	3.3%	0.8%	1,858
Help w/ preparing for interviews, resumes, etc	4.1	34.3%	41.4%	21.2%	2.4%	0.6%	1,724
Availability of career resources online	4.0	32.4%	43.2%	20.9%	2.7%	0.8%	1,772
Career services overall	4.1	32.2%	44.9%	20.3%	2.1%	0.5%	1,859

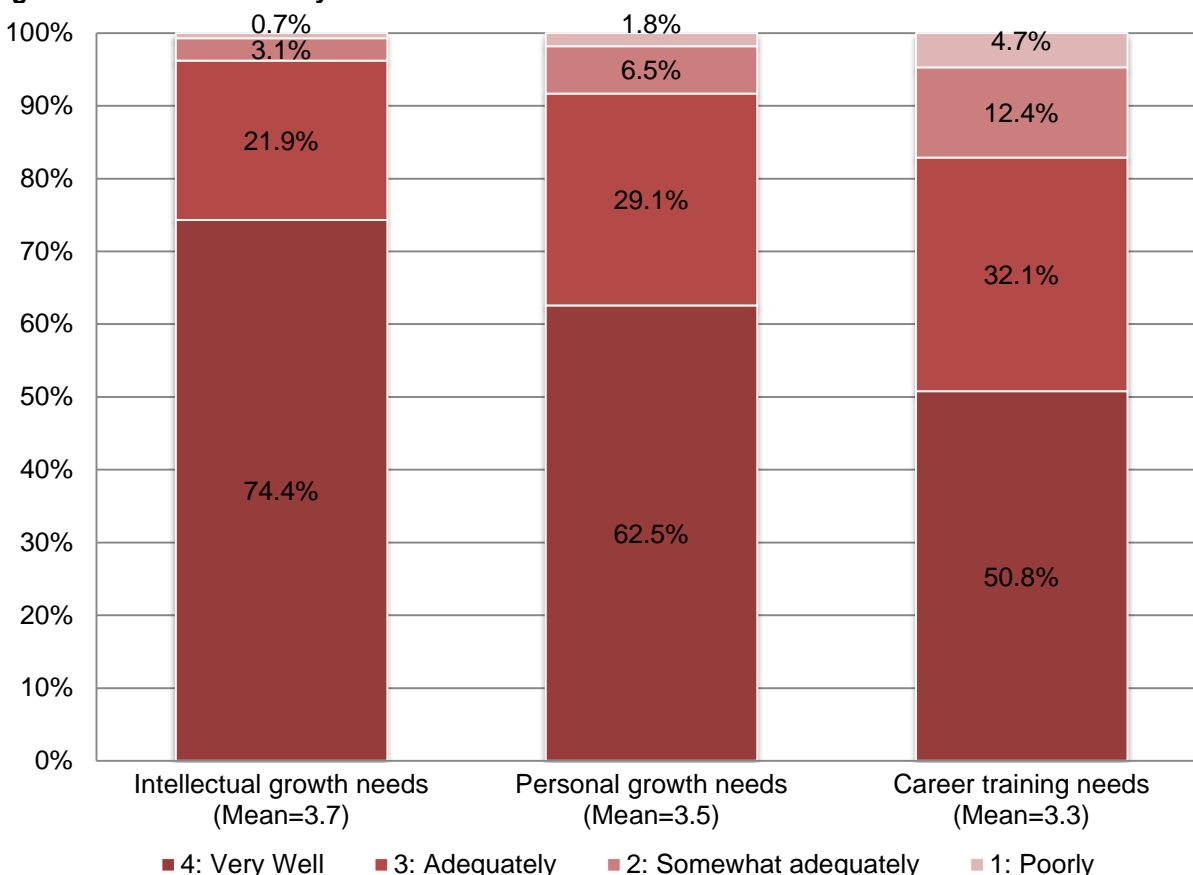
Knowledge, Skills, and Personal Development

This section of the report focuses on respondents’ perceptions of how well NC State has contributed to their academic, professional, and personal development. The 39 individual areas asked about relate to general education, personal development, and world view goals that the University has for undergraduate education. Contributions are rated on a scale of “1” (“not at all”) to “4” (“very much”). “Don’t know” responses are excluded from the analyses.

General Growth and Training (Figure 3)

The vast majority of respondents reported that NC met their *intellectual growth, career training, and personal growth* needs either “adequately” or “very well.” Of the three areas assessed, *intellectual growth* received the highest ratings, with three-fourths of respondents (74.4%) saying NC State met their intellectual growth needs “very well.” *Career training* received the lowest ratings, with more than 15 percent saying NC State met their career training needs only “somewhat adequately” (12.4%) or “poorly” (4.7%).

Figure 3: NC State's Ability to Meet Students' Needs



General Education Goals (Table 15)

Graduating seniors were, for the most part, satisfied with the extent to which NC State met their educational goals. Over three-fourths of respondents said NC State contributed “very much” or “somewhat” to all 19 general education goals asked about, and over 90 percent said NC State contributed “very much” or “somewhat” to 15 of those goals. Graduating seniors were most likely to say their education at NC State contributed “very much” to *using critical thinking skills* (70.6%), *ability to plan and carry out projects independently* (66.9%), and *applying analytic skills* (66.8%).

While still receiving positive ratings by the majority, respondents were most likely to think their education contributed “very little” or “not at all” to the general education goals of *the capacity to engage with and respond to creative works (e.g., plays music, movies, dance, visual arts, and other arts), as creator, designer, performer or audience member; and to evaluate their significance* (24.2%), *appreciating the humanities (e.g., literature, philosophy, religion, history, etc.)* (21.7%), and *applying social science methods to understand human behavior* (17.7%).

Table 15: NC State Education’s Contribution to General Education Goals

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Writing effectively	3.4	50.4%	40.6%	7.3%	1.7%	2,154
Speaking effectively	3.4	53.8%	38.0%	6.8%	1.3%	2,153
Listening effectively	3.4	52.0%	38.8%	7.5%	1.8%	2,147
Comprehending written and oral information	3.5	58.1%	36.5%	4.3%	1.1%	2,142
Creating/distributing info and knowl using mult communication forms	3.4	54.5%	36.3%	7.4%	1.8%	2,141
Using mathematical skills	3.3	49.6%	35.9%	11.3%	3.2%	2,126
Applying scientific methods of inquiry	3.4	52.6%	37.7%	7.9%	1.7%	2,124
Applying analytic skills	3.6	66.8%	29.3%	3.0%	1.0%	2,143
Using technologies appropriate to my discipline	3.5	60.2%	34.3%	4.6%	0.9%	2,141
Finding information using technology and evaluating it	3.6	62.4%	33.9%	2.9%	0.9%	2,139
Using critical thinking skills	3.7	70.6%	26.0%	2.7%	0.7%	2,146
Ability to plan and carry out projects independently	3.6	66.9%	28.8%	3.4%	0.9%	2,142
Identifying a problem/concept and articulating its components	3.6	60.9%	35.9%	2.7%	0.5%	2,138
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.5	60.0%	35.7%	3.7%	0.7%	2,136
Creating and being open to new ideas/perspectives	3.6	63.0%	32.4%	3.8%	0.9%	2,133
Solving real world problems in ways that demonstrate imagination/creativity	3.5	56.2%	36.1%	6.3%	1.4%	2,126
Capacity to engage with/respond to creative works and evaluate significance	3.1	43.1%	32.7%	16.6%	7.6%	2,064
Appreciating the humanities	3.2	45.0%	33.3%	15.3%	6.4%	2,129
Applying social science methods to understand human behavior	3.2	45.6%	36.7%	13.1%	4.6%	2,114

Personal Development Goals (Table 16)

Respondents gave high ratings to the extent to which NC State contributed to various personal development goals, with more than three-fourths saying their education contributed “very much” or “somewhat” to each of the 12 individual personal development items asked about. Respondents gave the highest ratings to the extent to which NC State contributed to their development of *potential for success* (68.1%), *taking responsibility for my own behavior* (67.1%), *valuing learning as a lifelong process* (66.2%), *experiencing personal growth (e.g., self-discipline, responsibility, self-awareness, etc.)* (64.7%), and *working effectively as part of a team* (63.8%). While still receiving positive ratings by the majority, respondents were most likely to think their education contributed “very little” or “not at all” to the personal development

goals of *being involved in public and community affairs* (22.5%), *developing and sustaining an active and healthy lifestyle* (22.4%) and *ability to handle stress* (13.5%).

Table 16: NC State Education’s Contribution to Personal Development Goals

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Recognizing and acting on ethical principles	3.4	49.9%	38.6%	8.9%	2.6%	2,133
Developing leadership skills	3.5	56.7%	34.4%	7.4%	1.5%	2,141
Working effectively as part of a team	3.6	63.8%	30.6%	4.6%	1.0%	2,139
Being involved in public and community affairs	3.1	42.7%	34.7%	17.1%	5.4%	2,117
Developing and sustaining an active and healthy lifestyle	3.1	41.2%	36.5%	15.6%	6.8%	2,131
Experiencing personal growth	3.6	64.7%	29.4%	4.4%	1.5%	2,133
Ability to handle stress	3.3	50.6%	35.9%	10.1%	3.4%	2,142
Time management	3.5	59.4%	30.8%	8.1%	1.7%	2,142
Valuing learning as lifelong process	3.6	66.2%	27.9%	4.1%	1.8%	2,142
Taking responsibility for my own behavior	3.6	67.1%	26.2%	4.4%	2.3%	2,143
Potential for success	3.6	68.1%	27.1%	3.5%	1.3%	2,136
Viewing failure as an opportunity to learn	3.4	56.3%	33.0%	7.6%	3.1%	2,128

World View Goals (Table 17)

Respondents were generally satisfied with NC State’s contribution to their development of world views. They were most likely to say their education contributed “very much” to their *ability to work with people from diverse backgrounds* (59.3%), and *understanding and respecting diverse cultures, values, and perspectives* (57.5%).

Table 17: NC State Education’s Contribution to World View Goals

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Understanding issues and problems facing the world	3.4	50.9%	39.5%	7.8%	1.9%	2,143
Understanding and respecting diverse cultures, values, and perspectives	3.4	57.5%	31.7%	8.3%	2.5%	2,139
Ability to work with people from diverse backgrounds	3.5	59.3%	33.2%	5.8%	1.8%	2,141
Sensitivity to issues associated with racial equity	3.3	52.5%	33.5%	10.2%	3.8%	2,123
Sensitivity to issues associated with gender equity	3.4	52.5%	33.6%	10.5%	3.4%	2,120
Appreciating differences in sexual orientation	3.2	48.7%	32.7%	11.9%	6.7%	2,112
Understanding the present as it relates to history	3.3	48.7%	39.0%	9.5%	2.8%	2,136
Understanding human problems through a global perspective	3.4	51.2%	36.8%	9.0%	3.0%	2,123

Non-Academic Services Areas for Students

Respondents were asked to indicate their satisfaction with various non-academic service areas and the quality of the staff associated with those services. Service ratings range from “1” (“very dissatisfied”) to “5” (“very satisfied”) and the quality of staff ratings range from “1” (“poor”) to “5” (“excellent”). “Don’t know” and “Did not use” responses were excluded from the analyses.

Non-Academic Service Areas and Staff Responsiveness (Tables 18 and 19)

Ratings for non-academic service areas varied greatly, with anywhere from 13 percent to over 40 percent of respondents saying they were “very satisfied” with a particular service. More than three-fourths of graduating seniors were either “satisfied” or “very satisfied” with *campus recreation* (89.4%), the *bookstore* (82.6%), *on-campus shuttle/transportation services* (81.7%), *health services* (78.3%), the *registrar’s office* (77.3%), and the *financial aid disbursement process* (75.3%). Alternatively, respondents were most likely to be “dissatisfied” or “very dissatisfied” with *parking* (36.3%) and *dining services* (13.3%).

Ratings for quality of staff associated with a particular service were generally similar to or slightly higher than those for the service itself. Notable exceptions were that respondents were much more likely to be “very satisfied” with the staff associated with *dining services* and with *parking* than they were with services in general (30.2% vs 20.2%, and 13.0% vs 19.9%, respectively).

Table 18: Satisfaction with Non-Academic Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Registrar's Office	4.0	27.9%	49.4%	18.3%	3.5%	0.8%	1,794
Financial Aid: Application/Award Process	3.9	31.0%	43.1%	17.3%	6.3%	2.3%	1,641
Financial Aid: Disbursement Process	4.0	32.8%	42.5%	17.7%	5.2%	1.7%	1,605
Dining Services	3.7	20.2%	45.7%	20.9%	9.9%	3.4%	1,731
Health Services	4.0	32.6%	45.7%	14.9%	4.6%	2.1%	1,798
Counseling (Personal, Interpersonal, or Psychological)	4.0	33.5%	37.8%	24.1%	2.5%	2.1%	1,073
Cashier/Student Accounts/Billing Office	3.9	24.9%	49.8%	18.3%	5.4%	1.6%	1,838
Housing and Residence Life	3.9	24.5%	50.1%	18.5%	5.4%	1.4%	1,597
Bookstore	4.0	28.1%	54.5%	11.9%	4.1%	1.3%	2,076
Campus Recreation	4.3	40.6%	48.8%	9.5%	0.8%	0.2%	1,855
On-Campus Shuttle/Transportation Services	4.1	31.0%	50.7%	12.8%	4.5%	1.0%	1,872
Parking	3.1	13.0%	33.2%	17.5%	21.9%	14.4%	2,008
Campus Police Department	3.9	28.1%	45.5%	19.6%	4.1%	2.6%	1,524

Table 19: Satisfaction with Non-Academic Service Staff Responsiveness

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Registrar's Office	4.0	29.5%	49.6%	16.8%	3.0%	1.0%	1,680
Financial Aid: Application/Award Process	4.0	31.7%	44.4%	17.4%	3.9%	2.6%	1,497
Financial Aid: Disbursement Process	4.0	31.7%	44.5%	18.2%	3.5%	2.2%	1,475
Dining Services	4.0	30.2%	48.4%	16.4%	3.5%	1.6%	1,700
Health Services	4.2	35.6%	48.9%	11.6%	2.9%	1.0%	1,780
Counseling (Personal, Interpersonal, or Psychological)	4.1	35.6%	40.7%	19.8%	2.4%	1.5%	1,127
Cashier/Student Accounts/Billing Office	4.0	26.4%	49.8%	18.4%	3.8%	1.6%	1,624
Housing and Residence Life	4.0	29.2%	49.1%	16.3%	4.2%	1.3%	1,578
Bookstore	4.2	33.2%	54.6%	10.5%	1.1%	0.6%	2,049
Campus Recreation	4.2	37.6%	49.7%	11.4%	0.8%	0.4%	1,815
On-Campus Shuttle/Transportation Services	4.1	34.7%	48.2%	14.4%	2.0%	0.7%	1,835
Parking	3.5	19.9%	37.9%	21.6%	12.0%	8.7%	1,767
Campus Police Department	4.0	32.9%	43.8%	18.4%	2.5%	2.3%	1,463

Financial Aid (Figures 4 and 5)

Seventy percent of respondents (70.4%) said they received some sort of financial aid. The vast majority of these respondents said they were either “very satisfied” (46.9%) or “moderately satisfied” (41.6%) with the aid package they received. Majorities of those receiving aid also gave positive ratings to the financial aid staff in each of three different areas asked about. Over 40 percent rated *financial aid advisor staff* and *reception staff* as “excellent” (42.8% and 42.9%, respectively), while 38.1 percent rated the *phone staff* as “excellent.”

Figure 4: Financial Aid Award and Satisfaction

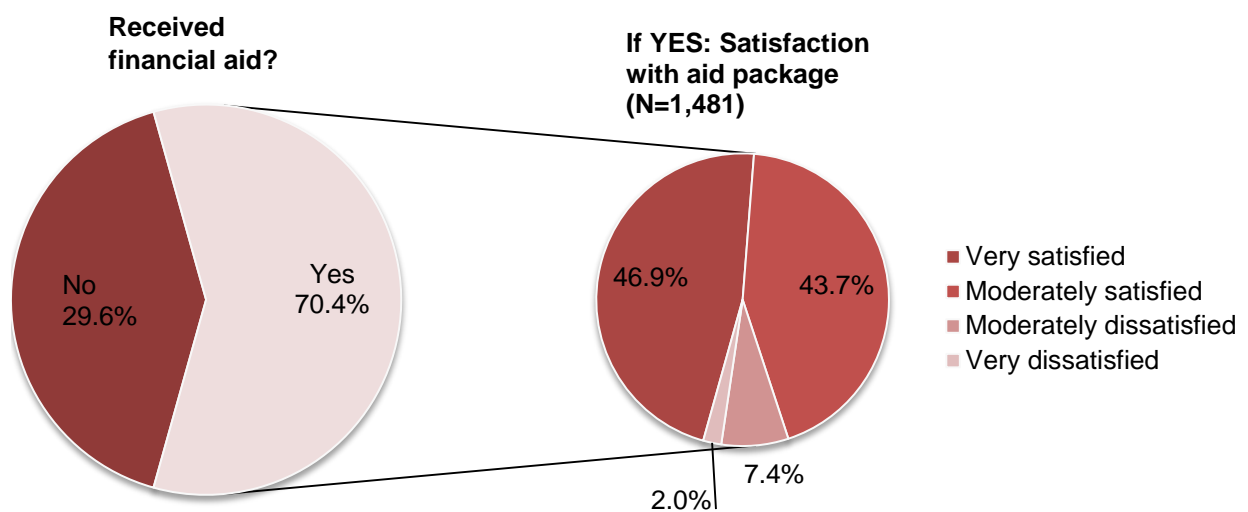
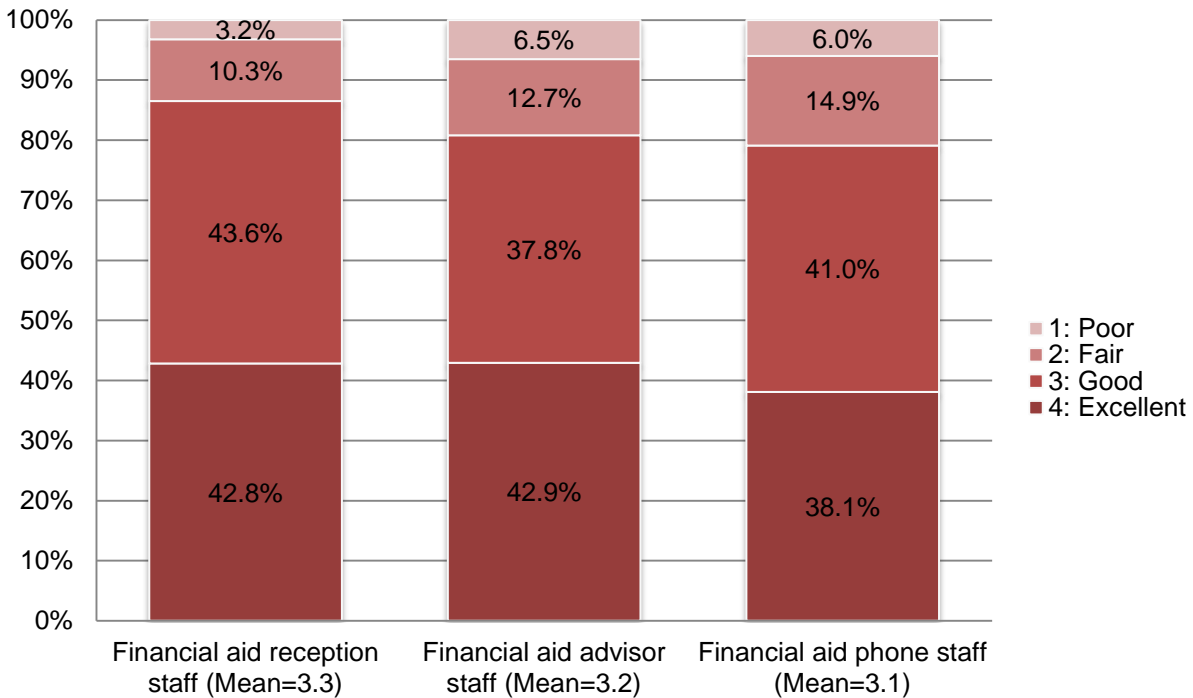


Figure 5: Customer Service Skills of Financial Aid Staff



Work-Related Activities, Employment, Extracurricular Involvement

Graduating seniors were asked a variety of questions related to their work-related activities, employment, and involvement in extracurricular activities while students at NC State. This section of the report focuses on their participation in such work-related experiences and the impact of them, employment rates, work hours on- and off-campus, and the relationship of their job to their academic major.

Work/Career-Related Experiences (Tables 20 and 21; Figure 6)

Graduating seniors were asked about their participation in various work-related experiences while at NC State. *Internships* were the most commonly reported work-related experience (47.4%), followed by *summer employment or part-time job in major* (30.9%) and *research with faculty* (19.9%).

Table 20: Participation in Work/Career-Related Experiences*

	%	N
Cooperative Education Program	6.6%	139
Internship	47.4%	996
Practicum	4.2%	89
Student Teaching	9.7%	203
Research with faculty	19.9%	418
Residence Advisor	2.8%	58
Summer employment or part-time job in major	30.9%	649

*Respondents could select multiple activities

Over one-third (36.9%) of respondents reported having had a co-op, internship, practicum, or field experience as part of their major while at NC State. Eighty percent of those which such experience said it contributed “very much” to their personal and professional growth, and more than 30 percent (31.3%) said they received a job offer from their employer.

Figure 6: Career-Related Field Experience and Contribution to Growth

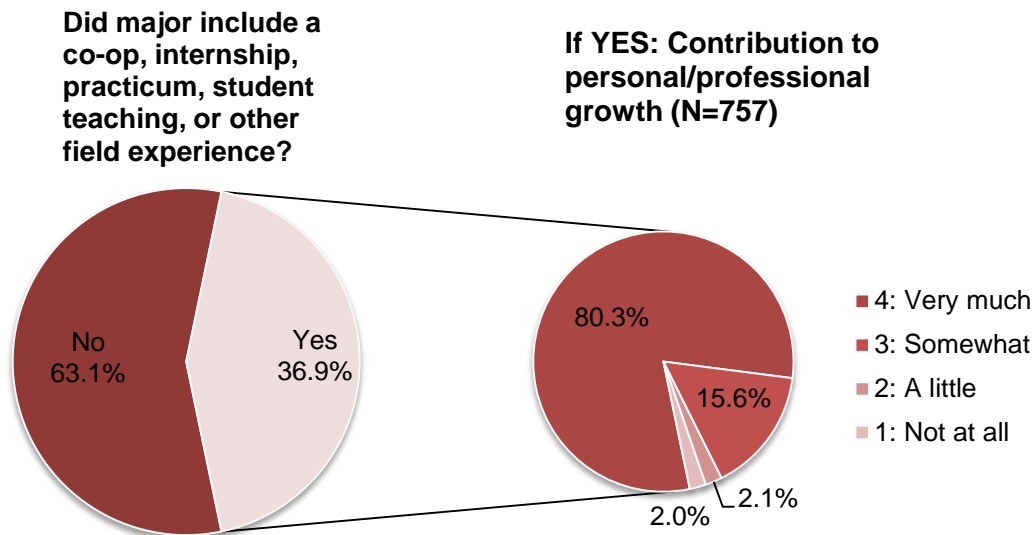


Table 21: Received Job Offer (Among those with field experience as part of major, N=237)

	%	N
Yes: Received job offer from employer at field experience	31.3	237

On- and Off-Campus Employment (Figures 7 and 8, Tables 22 and 23)

Nearly three-fourths of respondents (73.6%) indicated that they were employed during their senior year. More than 60 percent of the employed students (61.6%) worked only off campus, one-fourth worked on campus only (24.6%), and the remaining 13.8 percent worked both on and off campus. Students working off campus were much more likely than those working on campus to work more than 20 hours per week (33.9% vs. 13.9% respectively).

Figure 7: Employment in Past Year

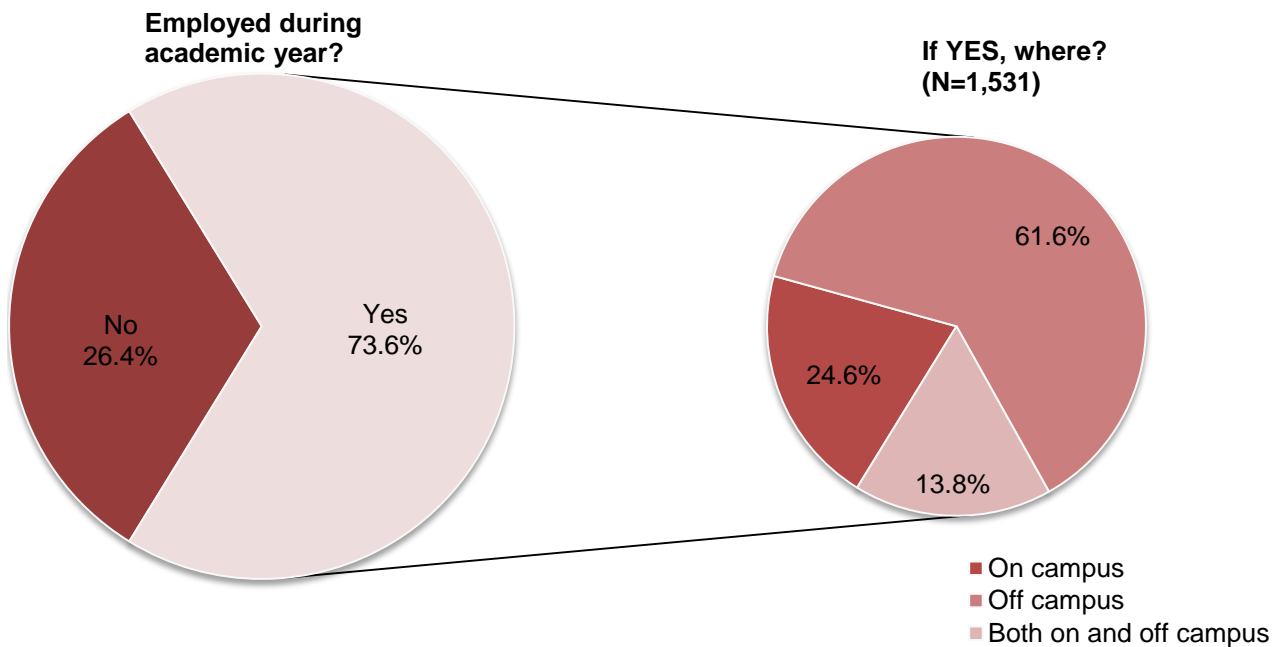
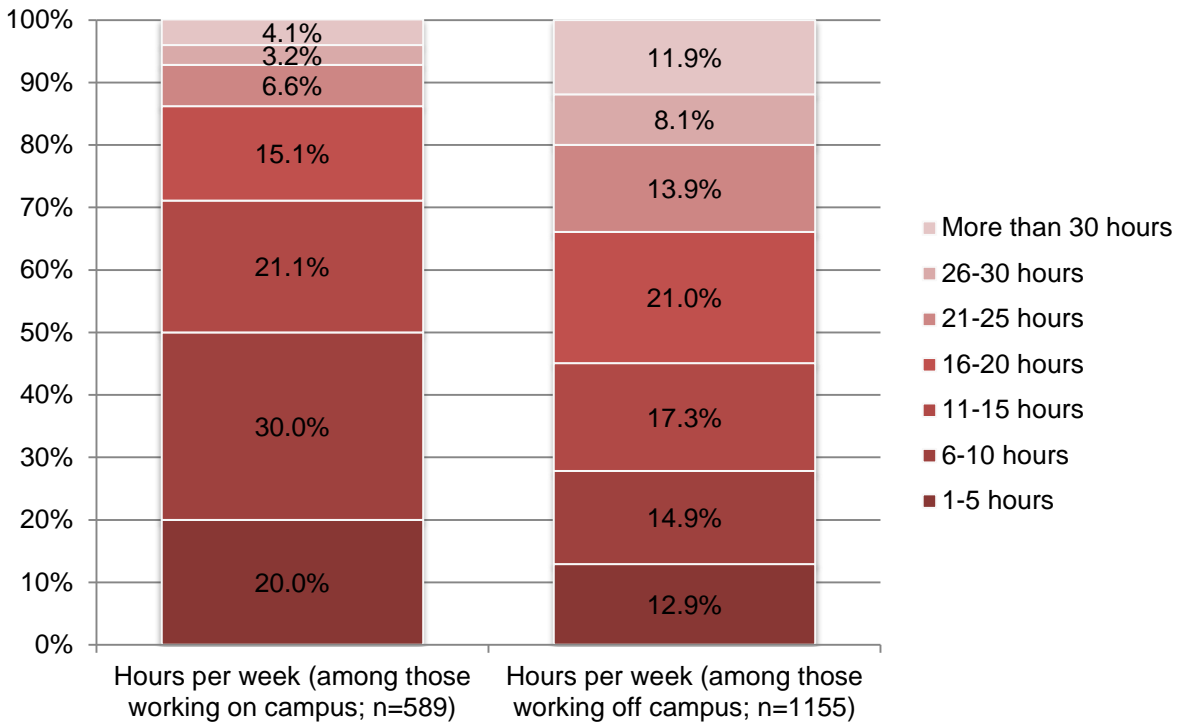


Figure 8: Number of Hours Worked



Students who were employed on campus were more likely than those employed off campus to report *working in jobs directly related to their major* (38.5% vs 26.6%). Among those working in jobs unrelated to their major, those with jobs off campus were more likely than those working on campus to say this was **not** by choice (49.9% vs 31.5%).

Table 22: Job Relation to Academic Major

	Directly related	Somewhat related	Not related	Total (N)
On-campus job relationship to major	38.5%	25.9%	35.6%	517
Off-campus job relationship to major	26.6%	24.6%	48.8%	1,099

Table 23: Job Not Related by Choice

If not related, by choice?	By choice	Not by choice
On-campus job relationship to major/by choice	68.5%	31.5%
Off-campus job relationship to major/by choice	51.0%	49.9%

Campus Involvement (Tables 24 and 25)

Seniors were asked to indicate the campus groups or organizations/programs in which they were involved while at NC State. Respondents most commonly reported being involved in *organizations/clubs related to major* (44.8%), and *intramural/recreational sports/club teams* (33.5%).

Respondents were also asked the frequency at which they attended any concerts, performances, or exhibits while students at NC State. Nearly two-thirds of respondents (64.2%) attended at least one concert, performance, or exhibit while a student at NC State. Among the specific concerts, performances, and exhibits asked about, *University Theatre performances* (27.3%), *Music Department concerts* (25.4%), and the *Gregg Musuem of Art and Design* (22.4%) were the most frequently attended arts events.

Table 24: Extracurricular Involvement at NC State*

	%	N
Academic scholarship prog (Caldwell, Park, etc.)	4.0%	85
AEGIS	0.1%	3
Intramural/rec sports/club team	33.5%	703
Minority student groups	7.3%	154
Org/clubs related to major	44.8%	941
Political/issue groups	3.4%	71
Religious groups	14.3%	300
Residence Hall Council	3.2%	68
ROTC	1.4%	30
Service groups	12.6%	265
Social fraternity/sorority	12.5%	263
Student Government	2.3%	48
Student Media/Publications	2.5%	53
Union Activities Board	2.2%	46
University Honors Program	4.4%	93
University Scholars Program	12.8%	269
Varsity athletic teams	2.6%	55
Visual/performing arts/music groups	5.0%	104

*Respondents could select multiple programs/organizations

Table 25: Attendance at Concerts/Performances/Exhibits*

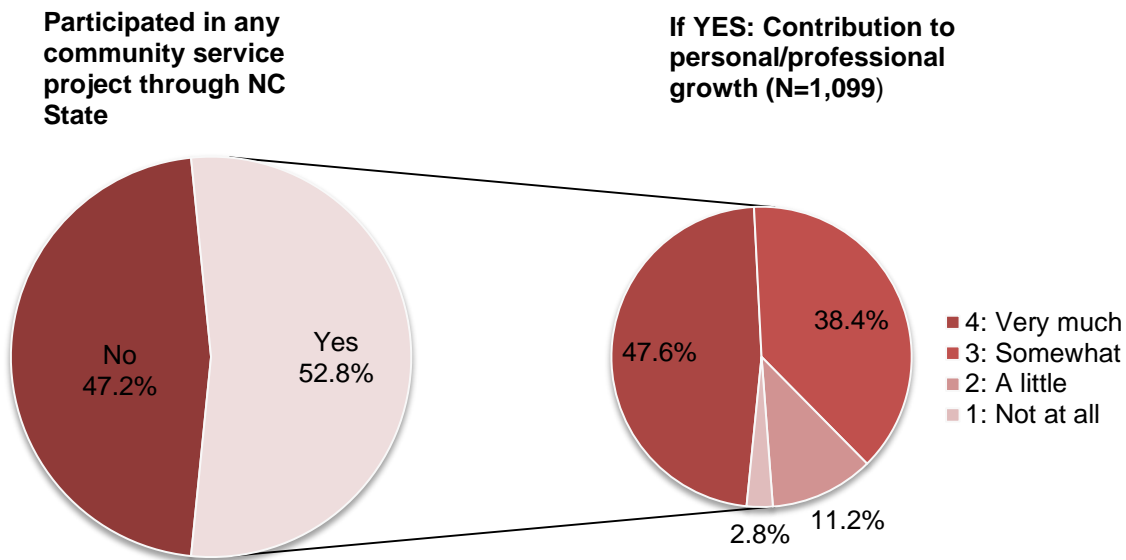
	%	N
Attended Music Department concert(s)	25.4%	534
Attended Center Stage performance(s)	10.8%	226
Attended University Theatre performance(s)	27.3%	574
Attended Dance Program concert(s)	10.2%	214
Attended Crafts Center exhibit(s)	11.5%	241
Attended Gregg Museum of Art and Design	22.4%	471
Other performances	46.5%	977

*Respondents could select multiple concerts/performances/exhibits

Community Service Experiences (Figure 9)

More than half (52.8%) of respondents reported participating in a community service project through NC State. Of those who had a community service experience, almost half said the experience contributed “very much” to their personal and professional growth (47.6%), and another 38.4 percent said it contributed “somewhat.”

Figure 9: Participation in Community Service and Contribution to Growth



Campus Climate and Campus Safety

This section of the report provides information on students' perceptions of support for diversity on campus, and, more specifically, for various groups of students. It also explores the extent to which students feel safe on campus.

Campus Climate (Tables 26 and 27)

A vast majority of respondents agreed either “strongly” (63.1%) or “somewhat” (33.8%) that *NC State is committed to helping minority students succeed*. Respondents were less likely to agree, however, that *NC State has visible leadership from the Chancellor and other administrators to foster diversity on campus* (51.9% “agree strongly” and 37.2% “agree somewhat”).

Table 26: Support for Diversity

	Mean Rating	4: Agree strongly	3: Agree somewhat	2: Disagree somewhat	1: Disagree strongly	Total (N)
NCSU is committed to minority students' success	3.6	63.1%	33.8%	2.4%	0.7%	2,076
Visible leadership to foster diversity on campus	3.4	51.9%	37.2%	8.8%	2.1%	2,078

Students were asked to assess the campus climate towards various groups of students (e.g., Women, African Americans, those with disabilities, etc.) Three-fourths or more of respondents felt the campus climate was at least “mildly supportive” toward each of the groups asked about, with two exceptions. Although the majority of respondents felt the campus climate was at least “mildly supportive” toward gay, lesbian, and bisexual (70.9%) or transgender (62.0%) students, respondents were more than twice as likely to say the campus was “nonsupportive” toward these students than any other group asked about.

Table 27: Ratings of Campus Support for Various Groups of Students

	Mean Rating	5: Strongly supportive	4: Mildly supportive	3: Neutral	2: Mildly nonsupportive	1: Strongly nonsupportive	Total (N)
Women	4.5	64.4%	22.8%	11.7%	0.9%	0.2%	2,080
Men	4.5	68.2%	14.7%	15.2%	1.3%	0.6%	2,078
African Americans	4.4	58.5%	24.5%	15.0%	1.6%	0.5%	2,077
Other racial/ethnic minorities	4.3	54.5%	25.4%	17.8%	2.1%	0.2%	2,071
International students	4.4	59.3%	23.6%	15.5%	1.3%	0.2%	2,071
Students with disabilities	4.4	56.4%	25.0%	16.5%	1.7%	0.4%	2,067
Gay, lesbian, and bisexual students	4.1	44.9%	26.0%	21.7%	5.7%	1.7%	2,072
Transgender students	3.9	39.5%	22.5%	28.2%	6.7%	3.2%	2,059

Campus Safety (Table 28)

Finally, students were asked how often they had concerns with their personal safety on campus over the past two years. More than three-fourths of respondents said they “never” (40.9%) or “seldom” (38.7%) were concerned with their personal safety on campus.

Table 28: Feelings of Personal Safety on Campus

	Frequently	Sometimes	Seldom	Never	Total (N)
Over past 2 years, how often concerned with personal safety on campus	2.8%	17.5%	38.7%	40.9%	2,112