

North Carolina State University

2015-2016 Graduating Senior Survey:

All Respondents

Introduction

This report presents findings from the 2015-2016 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 "[2015-2016 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 [2015-2016 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 career* (64.9%), followed by to *prepare for graduate or professional school* (30.1%).

More than three-fourths of all respondents said they "fully accomplished" their primary goal (78.5%), with 95 percent of respondents indicating that their primary goal was to either *prepare for a career* (64.9%) or *prepare for graduate or professional school* (30.1%). For respondents whose primary goal was to *prepare for a career*, 82.9 percent "fully accomplished" their objective. Fewer respondents whose primary goal was to *prepare for graduate or professional school* said they had "fully accomplished" their objective as of the time they completed the survey (69.8%),

Table 1: Goals and Objectives at NC State

Goal/objective for attending NCSU	Accomplishment of goal/objective			Goal/Objective Overall (N=2,013)
	Fully accomplished	Partially accomplished	Not accomplished	
Prepare for a career	82.9%	16.5%	0.6%	64.9%
Prepare for grad or professional school	69.8%	29.4%	0.8%	30.1%
Prepare for a career change	69.1%	29.1%	1.8%	2.7%
Improve for current profession	83.3%	16.7%	.	0.9%
Courses for personal interest	75.0%	12.5%	12.5%	0.4%
Other	76.2%	23.8%	.	1.0%
<i>Accomplishment of Goal/Objective Overall (N=2,013)</i>	78.5%	20.8%	0.7%	100.0%

Time to Graduate (Tables 2 and 3)

Forty percent of respondents reported that it took them longer than four years to graduate (40.4%). Over half of respondents who took over four years indicated that *changing majors* was a reason (56.6%), with nearly one-third of respondents listing it as the “most important” reason (31.7%) and an additional 20 percent listed as the “second” or “third most important” reason (20.3%). Half of respondents who took over four years to graduate selected *taking a lighter course load* as a reason, with 12.6 percent indicating it as “most important.” *Not getting classes needed* and *hours spent working* were also each reasons for over 40 percent of respondents who did not graduate in four years (45.6% and 42.1%, respectively).

While having a *co-op/internship/practicum or student teaching* was only a reason for about one-fourth of those taking longer than four years to graduate (27.0%), it was the “most important” reason for 13.8 percent, and is therefore an important reason for taking longer than four years to graduate for those who partake in these experiences. Notably, over one-fifth of respondents selected *other* as the “most important” reason for taking more than four years to graduate (22.1%), mentioning reasons such as poor academic performance, pursuing a minor, poor advising, and taking extra classes for personal interest.

Table 2: Time to Graduation

	Yes	N
Taken longer than 4 years to graduate	40.4%	813

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

	Most important reason	Second most important reason	Third most important reason	Was a reason, not in top three	Not a reason	N
Wanted/advised to take lighter course load	12.6%	17.7%	11.5%	8.2%	50.1%	611
Could not get classes needed	10.0%	14.3%	11.0%	10.3%	54.4%	601
Lost credits when transferred	14.0%	7.4%	4.9%	4.1%	69.6%	592
Changed majors	31.7%	13.0%	7.3%	4.6%	43.4%	631
Graduating with more than one major	13.3%	5.1%	2.5%	2.1%	77.0%	566
Study abroad	2.2%	3.5%	3.1%	2.0%	89.1%	543
Co-op/intern/practicum/student teaching/etc.	13.8%	5.5%	3.0%	4.6%	73.0%	564
Hours spent working	11.1%	11.9%	12.3%	6.8%	57.9%	603
Financial reasons	6.2%	7.4%	6.5%	5.5%	74.3%	565
Part-time for personal reasons (e.g., medical, family, etc.)	4.0%	3.3%	4.2%	4.2%	84.3%	549
Took semester or more off for personal reasons	12.4%	6.1%	2.3%	2.6%	76.6%	573
Other reasons	22.1%	9.6%	4.8%	2.4%	61.0%	539

*Respondents could select more than one reason.

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

Over one-fifth of respondents (21.4%) reported that they had considered withdrawing or transferring from NC State before graduation, with more than half of them either seriously considering doing so or actually leaving NC State and then later returning. Students who had considered leaving or who had actually left and returned were asked to describe in their own words why they had considered leaving or why they had actually left. These respondents most frequently reported issues related to *personal matters* (e.g., medical, roommate problems, personal relationships, etc.) (41.9%), *curriculum/program* (37.0%), and issues related to *campus life* (14.9%) 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* (11.6%).

Figure 1: Ever Consider Withdrawal or Transfer from NC State? (N=1,997)

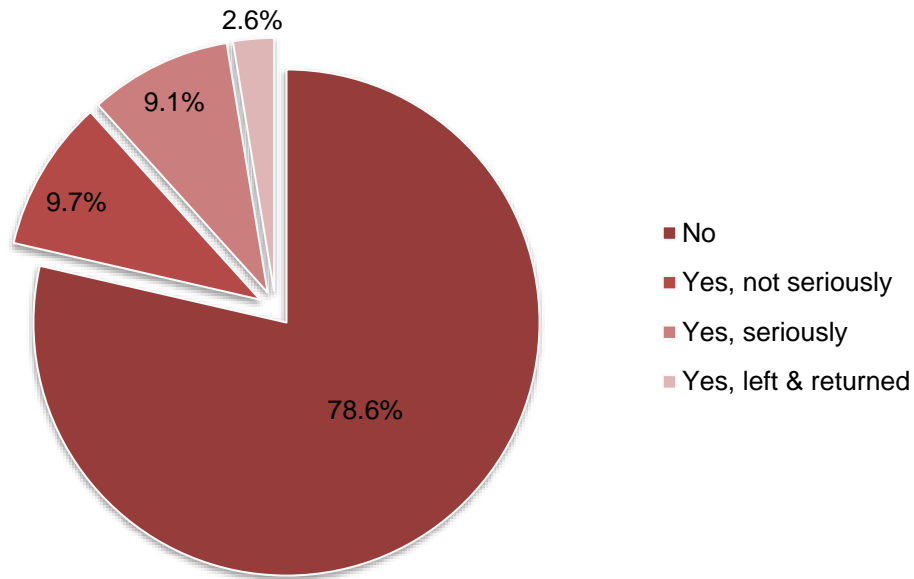


Table 4: Reasons for Considering Leaving NC State (N=389)*

	%	N
Personal Matters	41.9%	163
Curriculum	37.0%	144
Campus Life	14.9%	58
Financial Concerns	11.6%	45
Poor Academic Performance	7.2%	28
Preference for Another Institution	6.2%	24
Location	5.4%	21
Class Environment	5.1%	20
Diversity Issues	5.1%	20
Poor Advising	2.3%	9
Non-academic Opportunity	1.5%	6

**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 also 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* (43.4%), such as the accomplishment of a personal goal and not giving up. Other common reasons for staying included the *program at NC State* (39.0%), the *hassle of leaving* (e.g., losing credits, etc.) (19.0%), *NCSU / Raleigh environment* (15.4%), and *financial reasons* (12.0%). Very few students (2.7%) 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*, or that *advising* (1.5%) led them to stay or return.

Table 5: Reasons for Staying at or Returning to NC State (N=410)*

	%	N
Personal Reasons	43.4%	178
Program at NC State	39.0%	160
Hassle	19.0%	78
NCSU/Raleigh Environment	15.4%	63
Financial Reasons	12.0%	49
Need Degree	7.1%	29
Class Environment	6.6%	27
No Choice	2.7%	11
Advising	1.5%	6

*Respondents could offer more than one reason

Post-Graduation Plans (Table 6)

At the time they completed the survey, 42.6 percent of respondents reported that they were *actively seeking* or were *planning on seeking employment*. Approximately one-fifth of respondents said they had already accepted a full-time job: 17.8 percent indicated that the position they had accepted was *related to their field of study*, two percent said the position they had accepted was *not related to their field of study by choice*, and one percent said the position was *not related to the field of study, not by choice*. Just under five percent of respondents said they were going to *continue working in their current job* after graduation. Just over one-fifth of respondents said that they *planned to go on to graduate or professional school either full-time* (19.3%) or *part-time* (2.6%).

Given that more than half of respondents (51.2%) 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 (30.1% vs. 11.7%, 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 less than 2 months before to graduation were less likely than those who completed the survey more than 4 months before graduation to say they were planning to attend graduate or professional school either full- or part-time (19.5% vs. 24.2%, respectively).

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=358)	30.1%	13.0%	11.7%	17.8%
Have accepted a full-time paid job not related to field of study, by choice (N=46)	3.9%	1.5%	1.6%	2.3%
Have accepted a full-time paid job not related to field of study, not by choice (N=8)	0.5%	0.6%	0.3%	0.4%
Have accepted a part-time paid job (N=20)	1.7%	1.5%	0.4%	1.0%
Will continue in my current paid job (N=79)	5.4%	3.0%	3.3%	3.9%
Currently seeking, or plan to seek, paid employment (N=855)	30.3%	49.1%	48.3%	42.6%
Going to graduate/professional school full-time (N=388)	16.1%	18.4%	21.7%	19.3%
Going to graduate/professional school part-time and working part-time (N=53)	3.4%	1.5%	2.5%	2.6%
Will take more undergraduate courses (N=18)	1.1%	0.6%	0.9%	0.9%
Neither seeking employment nor planning on attending school (N=4)	.	0.6%	0.2%	0.2%
Military service (N=19)	1.1%	0.9%	0.9%	0.9%
Volunteer activity (N=7)	0.5%	.	0.4%	0.3%
Starting or raising a family (N=2)	.	0.3%	0.1%	0.1%
I don't know yet (N=94)	2.6%	6.3%	5.5%	4.7%
Other (N=55)	3.4%	2.7%	2.3%	2.7%
<i>Months Prior to Graduation Overall (N= 2,006)</i>	32.3%	16.6%	51.2%	100.0%

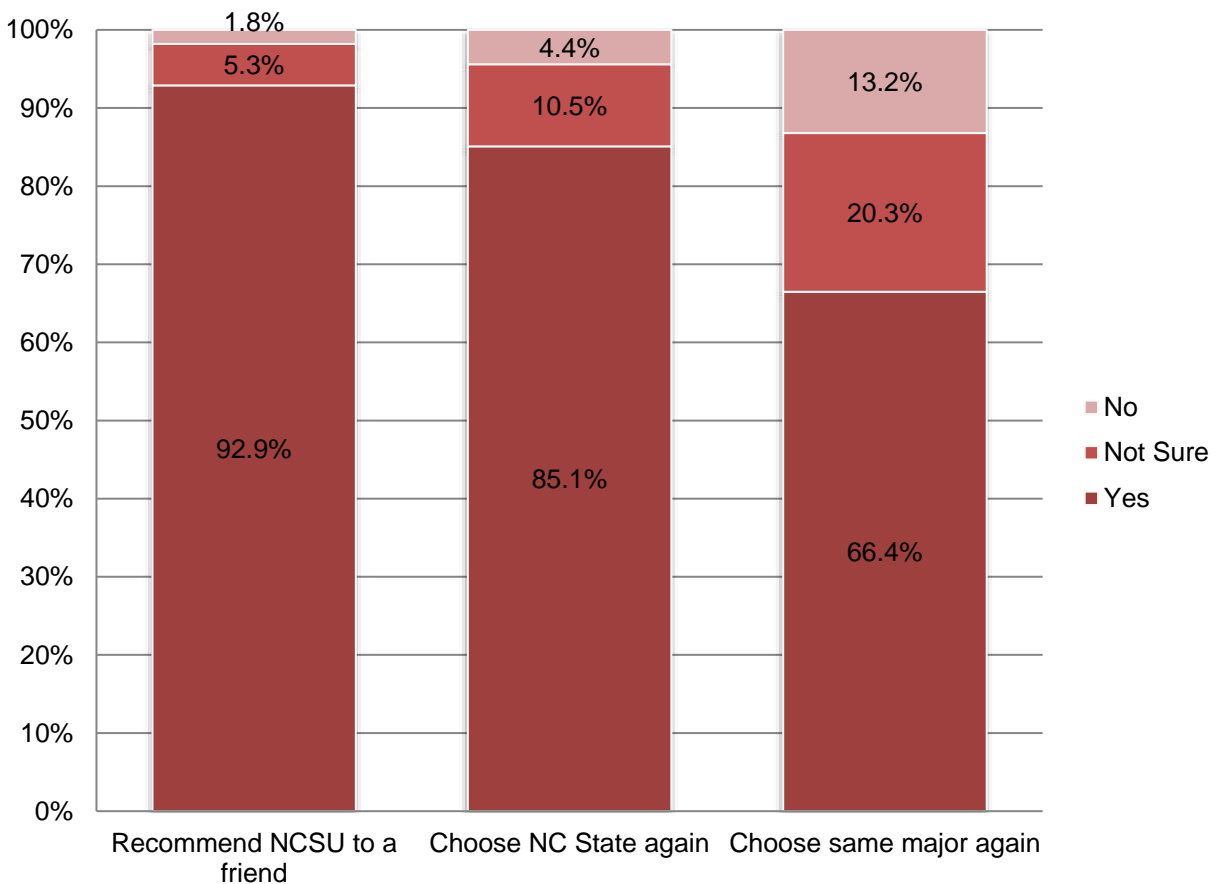
Academic Environment and Faculty Contributions

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 learning 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 (92.9%) said they *would recommend NC State to a friend* and 85 percent (85.1%) said they *would choose NC State again if starting over*. Although two-thirds of respondents (66.4%) said they *would choose the same major again*, some uncertainty existed among graduating seniors, with more than one-fifth of respondents saying they were “not sure” if they would choose the same major (20.3%). Over ten percent, however, said they would definitely not choose their same major again (13.2%).

Figure 2: Overall Satisfaction



Ratings for NC State’s academic environment were overwhelmingly positive. Over 95 percent of respondents rated the *overall education they received* as “excellent” (62.2%) or “good” (33.5%). Similarly, graduating seniors gave high ratings to the *quality of instruction in their majors*, with 63.4 percent rating it “excellent” and 28.6 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” (36.0%) than “good” (52.6%). Finally, over 95 percent of respondents felt the *learning environment on campus* was “very strong” (53.4%) or “strong” (43.6%).

Table 7: Evaluation of Education

	Mean Rating	4: Excellent	3: Good	2: Fair	1: Poor	Total (N)
Quality of instruction in major	3.5	63.4%	28.6%	6.6%	1.4%	2,010
Quality of instruction overall	3.2	36.0%	52.6%	10.4%	1.0%	1,990
Overall education received	3.6	62.2%	33.5%	3.7%	0.5%	2,004

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	53.4%	43.6%	2.5%	0.4%	2,001

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 70 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* (40.7%), *how carefully instructors explain the expectations of student performance in the course* (36.9%), *extent to which instructors encourage class discussion* (36.6%) and instructors’ *ability to motivate me to do my best* (35.5%). Respondents indicated lower levels of satisfaction with instructors’ *consideration of different learning styles*, with almost 9 percent of respondents indicating they were “dissatisfied” (7.3%) or “very dissatisfied” (1.6%).

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)
Their ability to motivate me to do my best	4.2	35.5%	52.7%	8.5%	2.9%	0.4%	2,574
How carefully they explain performance expectations	4.3	36.9%	53.7%	7.3%	1.7%	0.4%	2,573
How well they explain course material	4.2	32.7%	56.6%	7.9%	2.4%	0.4%	2,571
Extent to which they encourage class discussion	4.2	36.6%	46.9%	12.7%	3.2%	0.6%	2,565
Effectively use instructional tech in teaching/learning activities	4.2	34.8%	51.2%	11.1%	2.4%	0.4%	2,566
How quickly they provide feedback on work	4.0	27.6%	50.7%	16.1%	4.8%	0.9%	2,564
Helpfulness of their feedback on my work	4.1	31.6%	49.9%	13.4%	4.6%	0.4%	2,567
Consideration of different learning styles	3.9	28.1%	43.3%	19.6%	7.3%	1.6%	2,561
Overall satisfaction w/ instruction	4.3	40.7%	50.0%	6.4%	2.5%	0.4%	2,558

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* (50.1%), followed by *regular meetings with faculty to get professional guidance/support* (44.9%). While less widespread, approximately one-quarter of students reported *working with faculty on campus activities* (27.0%) or having had a *research, scholarly, or creative project with a faculty member outside of course/program requirements* (25.1%). Respondents were least likely to have *worked on an extension/public service project with faculty* (9.6%).

The majority of students who had the mentoring experiences that were measured by the survey reported that the experiences contributed “a great deal” to their personal and/or professional growth. Interestingly, while only one-fifth of students reported regularly meeting with faculty to get *non-academic guidance* (20.1%), this mentoring experience received among the highest percentage of students saying it contributed “a great deal” to their personal and professional growth (68.5%). Other mentoring experiences students reported contributing “a great deal” to their personal and professional growth include *independent study project with faculty* (67.9%), and *regular meetings for professional guidance* (66.8%).

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	19.7%	490	67.9%	25.9%	5.6%	0.6%
Research/scholarly/creative project with faculty	25.1%	621	62.0%	30.6%	6.4%	1.0%
Extension/public service project with faculty	9.6%	238	47.5%	45.0%	7.0%	0.5%
Assisted in teaching class/lab	13.3%	327	60.6%	32.8%	6.0%	0.7%
Regular academic guidance from faculty	50.1%	1,235	59.0%	32.0%	8.2%	0.7%
Regular professional guidance/support from faculty	44.9%	1,106	66.8%	26.1%	6.8%	0.4%
Regular non-academic guidance from faculty	20.1%	499	68.5%	23.8%	7.4%	0.2%
Worked with faculty on campus activities	27.0%	668	55.5%	34.7%	9.0%	0.8%

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 was available for those students with insufficient experience to evaluate a service area and was excluded from the analyses.

Academic Services (Figure 3, Tables 11-15)

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 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 mean ratings to library services and the lowest ratings to academic advising. Among the individual items, respondents were most likely to be “very satisfied” with *access to online library resources* (45.4%), followed by *access to databases and resources* (44.1%). Respondents were most likely to be “dissatisfied” or “very dissatisfied” with academic advisors *helping think about career-related experiences* (19.3%) and *helping think about post-grad employment options* (19.0%).

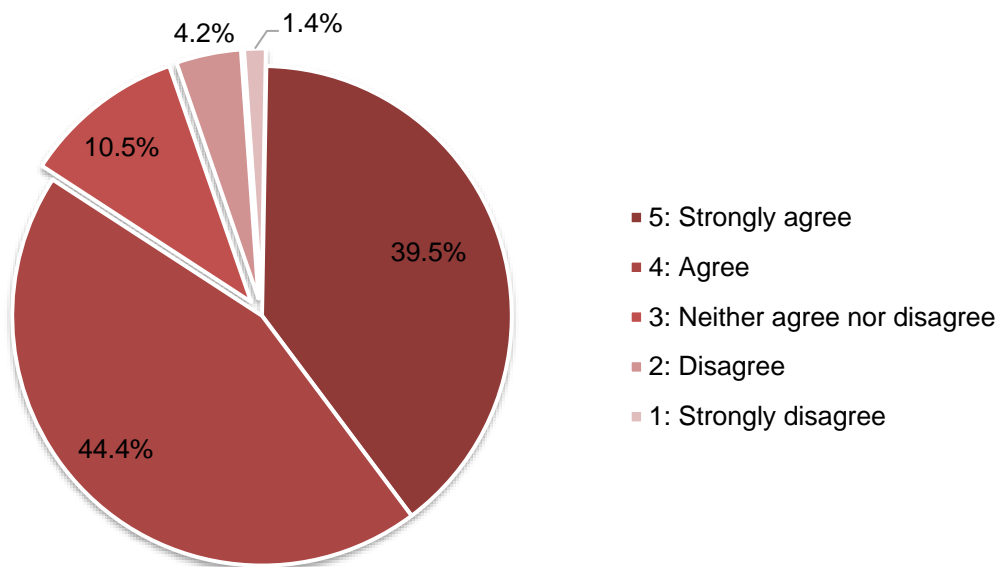
Academic Advising: Seventy percent of respondents were either “very satisfied” (32.5%) or “satisfied” (37.4%) with their *overall academic advising experience*. Over one-third of respondents reported being “very satisfied” with their advisors *helping me understand degree requirements and course sequencing* (37.7%) and with spending *sufficient time with advisor* (34.7%). On the other hand, nearly one-fifth of respondents expressed dissatisfaction with advisors’ support regarding career-related options, reporting being either “dissatisfied” or “very dissatisfied” with advisors *helping me think about career-related experiences* (19.3%) and *helping me think about post-grad employment options* (19.0%).

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	34.7%	37.2%	15.4%	8.4%	4.3%	2,398
Helping me understand degree req./course sequencing	4.0	37.7%	37.2%	12.9%	8.4%	3.8%	2,395
Helping me be aware of relevant university policies and procedures	3.9	32.0%	38.2%	19.5%	6.9%	3.3%	2,333
Helping me think about post-grad educational options	3.6	27.2%	30.5%	25.2%	10.9%	6.2%	2,265
Helping me think about post-grad employment options	3.5	25.2%	29.8%	26.1%	12.3%	6.7%	2,265
Helping me think about career-related experiences	3.6	25.6%	30.4%	24.7%	13.2%	6.1%	2,280
Helping me understand/develop path to achieve career goals	3.6	25.4%	31.3%	25.6%	12.0%	5.7%	2,307
Providing info on who to contact w/ non-academic concerns	3.7	26.6%	33.7%	25.8%	9.0%	5.0%	2,178
Academic advising overall	3.8	32.5%	37.4%	15.9%	9.4%	4.8%	2,392

When asked about access to academic advising during their time at NC State, over 80 percent of respondents said they “strongly agree” (39.5%) or “agree” (44.4%) that they had access to academic advising services that enabled them to make progress towards degree completion. Fewer than 6 percent said they “disagree” (4.2%) or “strongly disagree” (1.4%) that they had adequate access to academic advising services.

Figure 3: I had Access to Academic Advising Services that Enabled me to Successfully Progress Towards Degree Completion (N=2,359)



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 eight of the nine items asked about, and over 90 percent reported satisfaction with library services overall (92.8%). Respondents were most likely to be “very satisfied” with *access to online library resources* (45.4%), and *access to databases and resources* (44.1%). While still overwhelmingly satisfied with such services, they were most likely to be “dissatisfied” or “very dissatisfied” with *space for group work* (7.9%) and *space for individual work* (7.1%).

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	4.3	39.5%	48.0%	11.9%	0.5%	0.1%	2,202
Space for individual student work	4.1	34.1%	47.7%	11.1%	6.0%	1.1%	2,317
Space for group work	4.1	34.6%	46.3%	11.2%	6.8%	1.1%	2,309
Training to use library and info resources	4.0	28.4%	45.8%	21.8%	3.5%	0.5%	2,144
Access to databases and resources	4.3	44.1%	47.3%	7.8%	0.6%	0.2%	2,297
Access to online library resources	4.4	45.4%	47.0%	6.8%	0.7%	0.1%	2,315
Hours of operation	4.1	35.3%	47.2%	10.6%	5.4%	1.6%	2,315
Effectiveness of library resources and services improving learning experience	4.3	39.2%	50.1%	10.0%	0.7%	0.0%	2,301
Library services overall	4.3	40.2%	52.6%	6.5%	0.5%	0.1%	2,324

Information Technology Services: More than three-fourths of respondents were either “very satisfied” or “satisfied” with seven 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* (31.3%). Fewer than 5 percent of respondents were dissatisfied with any aspect of IT services asked about.

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	23.1%	46.4%	26.4%	3.6%	0.5%	1,902
Helpdesk assistance w/ solving problems	4.0	28.4%	46.6%	22.4%	1.9%	0.7%	1,871
Computer lab hours of operation	4.0	27.9%	48.4%	20.9%	2.4%	0.6%	1,971
Adequate equipment/software in computer labs to meet needs	4.1	31.3%	49.6%	16.1%	2.4%	0.6%	2,067
Wireless access on campus	4.2	37.5%	48.1%	11.1%	2.7%	0.6%	2,219
Online course management system(s) in classes (e.g., Moodle)	4.0	29.1%	51.3%	14.8%	4.1%	0.7%	2,229
IT effectiveness in improving learning experience	4.0	26.9%	53.5%	17.5%	1.7%	0.4%	2,190
IT services overall	4.1	26.6%	56.8%	15.8%	0.6%	0.1%	2,199

Career Services: Over 70 percent of respondents indicated being “very satisfied” (24.5%) or “satisfied” (47.5%) with career services overall. Respondents were most likely to be “very satisfied” with *access to employment opportunities* (33.2%), followed by *assistance with resume preparation, interviewing skills, networking, salary negotiations, etc.* (31.6%). Conversely, respondents were most likely to be “dissatisfied” or “very dissatisfied” with *information on labor market data and knowledge specifically related to career interests* (7.6%) and *assistance with preparing for graduate/professional school* (5.8%). 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	4.0	29.8%	46.6%	20.6%	2.3%	0.7%	1,747
Info on internships, co-ops, and other career-related experiences	4.0	28.6%	45.9%	20.3%	4.1%	1.1%	1,805
Access to employment opportunities	4.1	33.2%	45.5%	17.8%	2.7%	0.9%	1,861
Help w/ resume prep, interviewing, salary negotiation, etc.	4.0	31.6%	42.3%	22.3%	3.0%	0.9%	1,725
Help w/ self-assessment related to careers	3.9	24.5%	41.2%	30.1%	3.3%	0.8%	1,537
Availability of career resources online	4.0	27.2%	45.5%	23.3%	3.3%	0.7%	1,799
Info on academic majors/minors/certificates related to career interests	3.9	25.5%	46.5%	22.7%	4.4%	0.9%	1,750
Assistance w/ military career options	3.7	21.7%	33.5%	41.7%	2.1%	0.9%	1,170
Assistance w/ career options w/ volunteer organizations	3.7	21.7%	35.3%	38.7%	3.5%	0.8%	1,302
Assistance preparing for grad/prof school	3.7	21.9%	37.6%	34.7%	4.4%	1.4%	1,421
Info on soft skills for work environments and how to acquire these skills	3.9	24.4%	42.5%	29.2%	3.2%	0.6%	1,657
Info on labor market data and knowledge related to career interests	3.7	22.6%	37.2%	32.6%	6.4%	1.2%	1,606
Career services overall	3.9	24.5%	47.5%	24.5%	2.8%	0.6%	1,860

Respondents were additionally asked when in their time at NC State they had first received career-related information or advice from an academic advisor, career advisor, or faculty member on campus. A plurality of respondents reported first receiving career information or advice during their *freshman year* (31.3%). About 20 percent of respondents said they first received this information during their *sophomore year* (19.9%) and a similar number during their *junior year* (19.3%). While just five percent said it was during their *senior year* that they first received career-related information or advice at NC State, seven percent said they *never* got such guidance.

Table 15: First Received Career-Related Information or Advice at NC State

	%	N
Before New Student Orientation	4.8%	115
At New Student Orientation	13.2%	317
Freshman year	31.1%	749
Sophomore year	19.9%	479
Junior year	19.3%	464
Senior year	4.9%	119
Never	6.9%	165
Total	100.0%	2,408

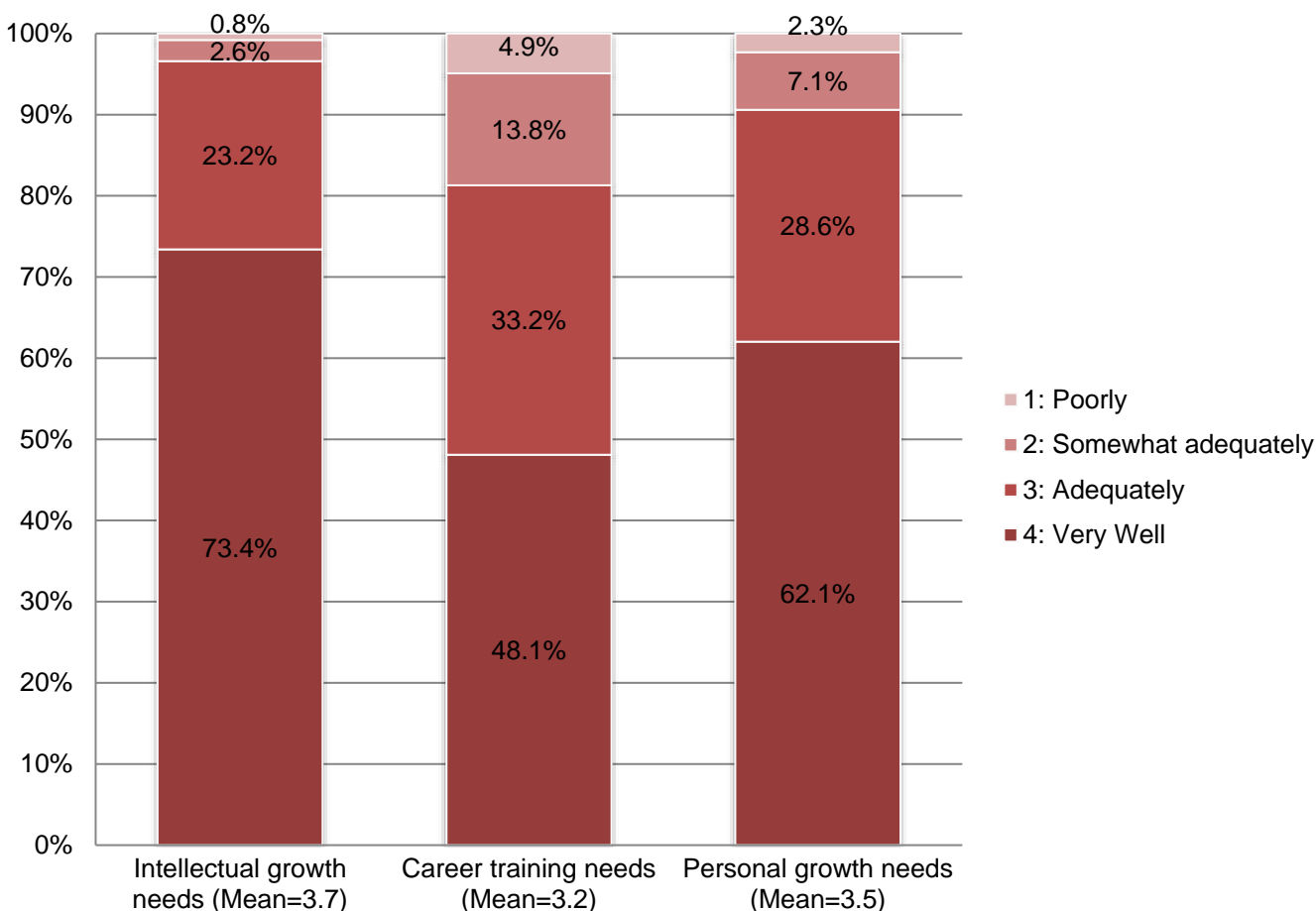
Knowledge, Skills, and Personal Growth

This section of the report focuses on respondents' perceptions of how well NC State has contributed to their academic, professional, and personal development. The 41 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 4)

The vast majority of respondents reported that NC met their *intellectual growth*, *career training*, and *personal growth* needs either "very well" or "adequately." Of the three areas assessed, *intellectual growth* received the highest ratings, with nearly three-fourths of respondents (73.4%) saying NC State met their intellectual growth needs "very well." *Career training* received the lowest ratings, with more than 18 percent saying NC State met their career training needs only "somewhat adequately" (13.8%) or "poorly" (4.9%).

Figure 4: NC State’s Ability to Meet Students’ Needs



General Education Goals (Table 16)

Graduating seniors were, for the most part, satisfied with the extent to which NC State met their educational goals. Over 70 percent of respondents said NC State contributed “very much” or “somewhat” to all 21 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* (70.9%), *gathering relevant information or evidence* (69.6%), *applying analytic skills* (68.5%), *identifying a problem or concept and articulating its various components* (68.4%), and *ability to plan and carry out projects independently* (68.3%).

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 (28.0%), appreciating the humanities (e.g., literature, philosophy, religion, history, etc.) (22.7%), and applying social science methods to understand human behavior (21.5%).*

Table 16: 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	51.8%	37.9%	8.7%	1.6%	2,124
Speaking effectively	3.5	55.9%	35.0%	7.7%	1.5%	2,123
Listening effectively	3.4	53.4%	37.1%	7.5%	2.0%	2,122
Comprehending written and oral information	3.5	57.8%	36.3%	5.0%	0.9%	2,108
Creating/distributing info and knowledge using multiple communication forms	3.4	55.7%	34.5%	8.7%	1.2%	2,098
Using mathematical skills	3.3	48.5%	37.8%	11.5%	2.1%	2,114
Applying scientific methods of inquiry	3.4	55.9%	33.3%	9.0%	1.8%	2,109
Applying analytic skills	3.6	68.5%	26.6%	4.0%	0.9%	2,111
Using technologies appropriate to my discipline	3.6	63.8%	30.3%	5.1%	0.8%	2,111
Using critical thinking skills	3.7	70.9%	25.1%	3.5%	0.5%	2,103
Ability to plan and carry out projects independently	3.6	68.3%	27.9%	3.2%	0.5%	2,116
Identifying a problem/concept and articulating its components	3.7	68.4%	28.7%	2.6%	0.3%	2,112
Gathering relevant information or evidence	3.7	69.6%	28.0%	2.2%	0.3%	2,112
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	3.6	66.0%	29.7%	3.7%	0.6%	2,115
Questioning my assumptions and considering differing points of view	3.6	63.6%	31.2%	4.4%	0.8%	2,092
Considering all opinions and implications, and selecting one option	3.6	60.0%	36.0%	3.5%	0.5%	2,106
Solving real world problems in ways that demonstrate imagination and creativity	3.5	57.2%	34.5%	7.2%	1.1%	2,105
Reflecting on my work	3.5	56.7%	35.6%	7.0%	0.7%	2,100
Capacity to engage with and respond to creative works and evaluate significance	3.0	41.6%	30.4%	19.1%	8.9%	2,047
Appreciating the humanities	3.1	43.5%	33.8%	16.7%	6.0%	2,092
Applying social science methods to understand human behavior	3.2	44.8%	33.7%	16.5%	5.0%	2,078

Personal Development Goals (Table 17)

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. Respondents gave the highest ratings to the extent to which NC State contributed to their development of *taking responsibility for my own behavior* (65.7%), *experiencing personal growth* (65.2%), and *working effectively as part of a team* (65.1%). 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 *developing and sustaining an active and healthy lifestyle* (24.7%) *being involved in public and community affairs* (23.4%), and *ability to handle stress* (16.5%).

Table 17: 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	50.8%	37.5%	9.0%	2.6%	2,107
Developing leadership skills	3.5	58.1%	34.1%	6.5%	1.3%	2,108
Working effectively as part of a team	3.6	65.1%	28.6%	5.4%	0.9%	2,110
Being involved in public and community affairs	3.1	41.3%	35.3%	17.7%	5.7%	2,089
Developing and sustaining an active and healthy lifestyle	3.1	41.2%	34.1%	17.7%	7.0%	2,100
Experiencing personal growth	3.6	65.2%	28.4%	4.9%	1.6%	2,102
Ability to handle stress	3.2	47.4%	36.1%	10.6%	5.9%	2,112
Time management	3.4	54.7%	36.3%	6.5%	2.5%	2,110
Valuing learning as lifelong process	3.6	64.3%	28.4%	5.7%	1.6%	2,112
Taking responsibility for my own behavior	3.6	65.7%	26.9%	5.4%	2.0%	2,099
Working to my potential	3.5	62.4%	30.3%	5.5%	1.9%	2,104
Viewing failure as an opportunity to learn	3.4	55.2%	32.2%	8.7%	3.9%	2,093

World View Goals (Table 18)

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* (60.5%) and *understanding and respecting diverse cultures, values, and perspectives* (57.3%). Respondents were most likely to think their education contributed “very little” or “not at all” to the world view goals of *appreciating differences in sexual orientation* (16.6%).

Table 18: 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	50.7%	39.8%	7.6%	1.9%	2,107
Understanding and respecting diverse cultures, values, and perspectives	3.5	57.3%	34.2%	6.7%	1.9%	2,103
Ability to work with people from diverse backgrounds	3.5	60.5%	32.0%	6.0%	1.5%	2,100
Sensitivity to issues associated with racial equity	3.4	51.4%	35.8%	9.2%	3.5%	2,084
Sensitivity to issues associated with gender equity	3.3	51.0%	35.8%	9.5%	3.6%	2,081
Appreciating differences in sexual orientation	3.3	48.8%	34.6%	11.7%	4.9%	2,070
Understanding the present as it relates to history	3.4	50.9%	36.6%	10.0%	2.5%	2,095
Understanding human problems through a global perspective	3.4	52.6%	36.1%	9.0%	2.3%	2,086

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 19 and 20)

Ratings for non-academic service areas varied greatly, with anywhere from 14 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* (88.8%), the *bookstore* (84.4%), *on-campus shuttle/transportation services* (81.8%), the *registrar’s office* (79.6%), *health services* (79.5%), *campus police* (78.6%), *cashier/student accounts/billing* (77.2%), the *financial aid application/award process* (76.3%), *housing and residence life* (76.3%), and the *financial aid disbursement process* (75.9%). Alternatively, respondents were most likely to be “dissatisfied” or “very dissatisfied” with *parking* (33.4%) and *dining services* (10.6%).

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 (34.8% vs 23.1%, and 20.0% vs 14.0%, respectively).

Table 19: 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	4.1	29.6%	50.0%	17.0%	2.7%	0.7%	1,649
Financial Aid: Application/Award Process	4.0	33.4%	42.9%	16.6%	4.9%	2.2%	1,579
Financial Aid: Disbursement Process	4.0	33.9%	42.0%	17.6%	4.8%	1.6%	1,542
Dining Services	3.8	23.1%	47.6%	18.6%	7.9%	2.7%	1,793
Health Services	4.0	33.1%	46.4%	13.6%	4.8%	2.1%	1,724
Counseling (Personal, Interpersonal, or Psychological)	4.0	35.7%	38.5%	21.5%	3.0%	1.3%	1,087
Cashier/Student Accounts/Billing Office	4.0	26.1%	51.1%	18.3%	3.8%	0.7%	1,750
Housing and Residence Life	3.9	25.2%	51.1%	16.4%	5.6%	1.8%	1,620
Bookstore	4.1	33.9%	50.5%	11.2%	3.6%	0.8%	1,998
Campus Recreation	4.3	40.9%	47.9%	9.0%	1.7%	0.4%	1,831
On-Campus Shuttle/Transportation Services	4.1	31.1%	50.7%	12.3%	4.6%	1.4%	1,841
Parking	3.2	14.0%	35.3%	17.2%	21.9%	11.5%	1,948
Campus Police Department	4.0	31.7%	46.9%	17.3%	2.6%	1.6%	1,488

Table 20: 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	4.1	33.0%	47.1%	17.5%	1.7%	0.7%	1,507
Financial Aid: Application/Award Process	4.0	33.1%	43.6%	18.0%	3.5%	1.7%	1,409
Financial Aid: Disbursement Process	4.0	33.5%	43.3%	18.2%	3.5%	1.5%	1,366
Dining Services	4.1	34.8%	47.4%	14.3%	2.7%	0.8%	1,766
Health Services	4.1	37.6%	45.5%	12.5%	2.9%	1.5%	1,704
Counseling (Personal, Interpersonal, or Psychological)	4.1	38.0%	39.1%	19.4%	2.3%	1.1%	1,154
Cashier/Student Accounts/Billing Office	4.1	31.8%	46.3%	18.9%	2.5%	0.5%	1,514
Housing and Residence Life	4.0	31.9%	47.2%	15.9%	3.1%	1.9%	1,587
Bookstore	4.2	35.7%	52.2%	10.6%	1.2%	0.3%	1,967
Campus Recreation	4.3	40.6%	47.4%	10.9%	0.8%	0.3%	1,805
On-Campus Shuttle/Transportation Services	4.1	32.2%	50.1%	13.9%	2.9%	0.9%	1,809
Parking	3.5	20.0%	39.6%	19.8%	12.6%	8.0%	1,708
Campus Police Department	4.0	32.9%	43.8%	18.4%	2.5%	2.3%	1,463

Financial Aid (Figures 5 and 6)

Over two-thirds of respondents (68.7%) said they received some sort of financial aid. The vast majority of these respondents said they were either “very satisfied” (46.5%) or “moderately satisfied” (44.0%) 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 reception staff, advising staff, and phone staff*, and as “excellent” (47.1%, 46.6%, and 43.0%, respectively).

Figure 5: Financial Aid Award and Satisfaction

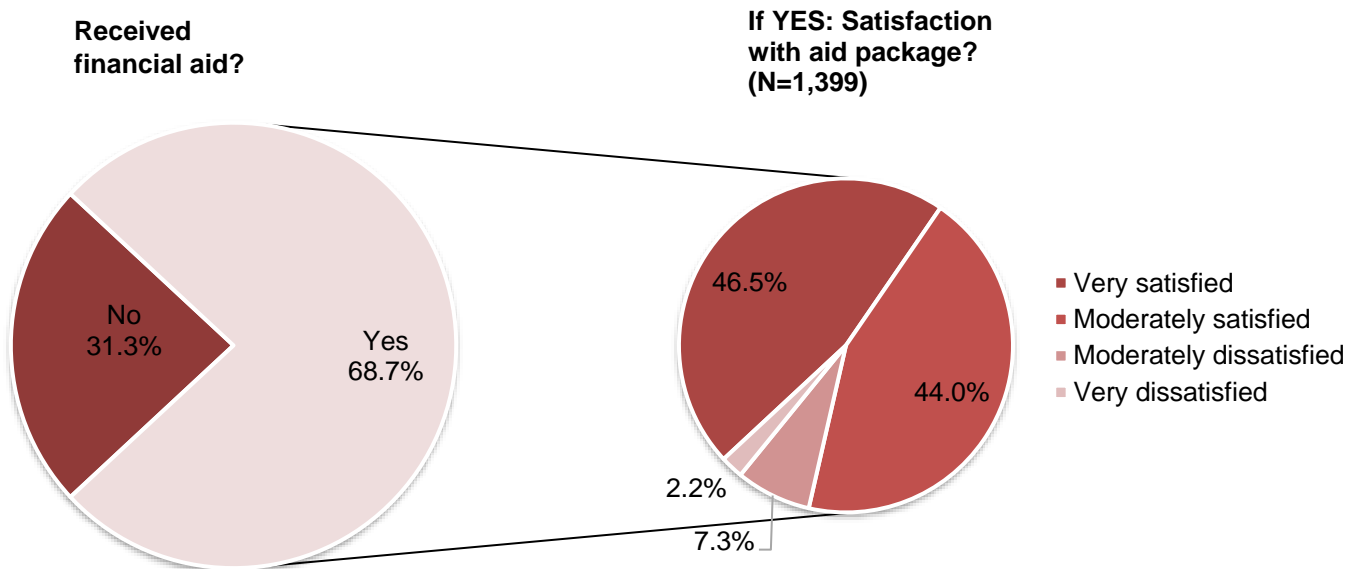
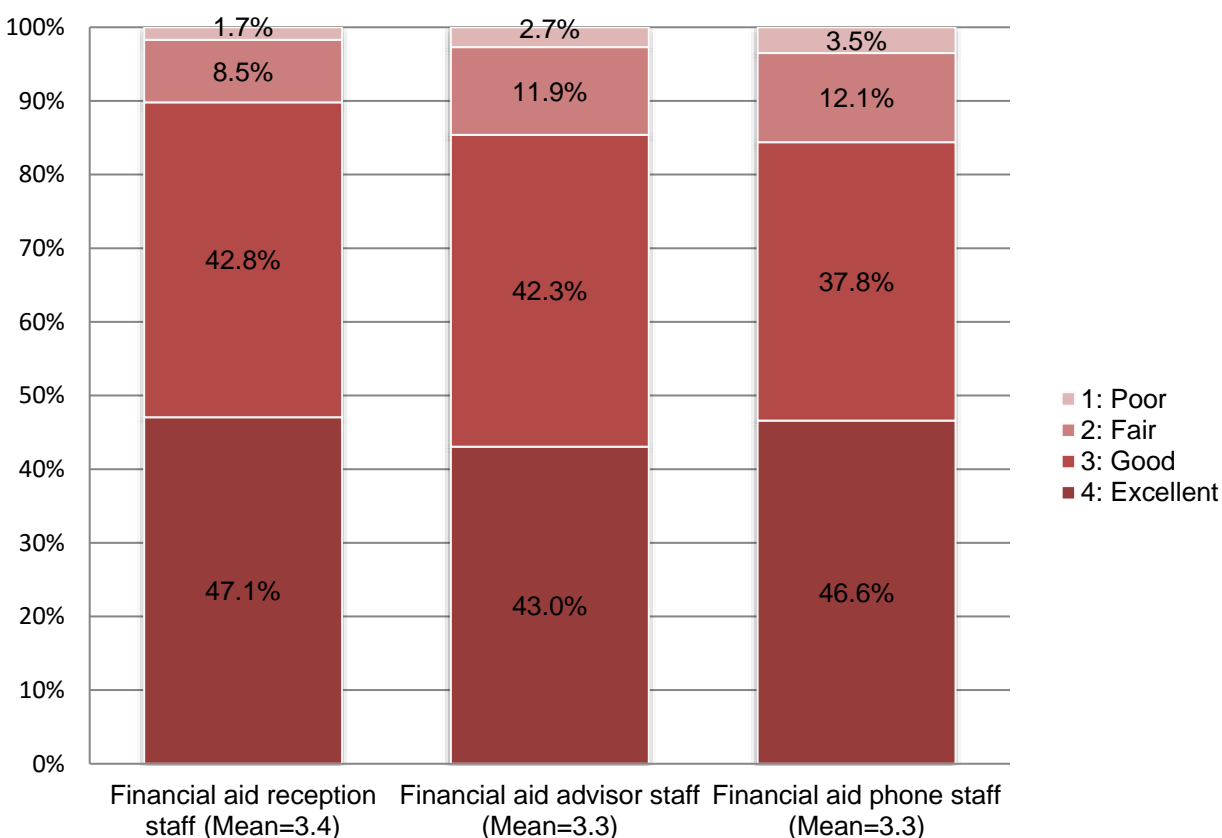


Figure 6: Customer Service Skills of Financial Aid Staff



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 21 and 22)

A majority of respondents agreed either “strongly” or “somewhat” (59.7% and 35.9%, respectively) that *NC State is committed to helping minority students succeed*. Respondents were slightly less likely to agree, however, that *NC State has visible leadership from the Chancellor and other administrators to foster diversity on campus* (55.0% “agree strongly” and 34.5% “agree somewhat”).

Table 21: 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	3.5	59.7%	35.9%	3.2%	1.1%	2,008
NCSU has visible leadership from the Chancellor and administrators to foster diversity on campus	3.4	55.0%	34.5%	8.0%	2.5%	2,001

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 the exception of *transgender students* (67.5%). Groups that respondents felt that the campus climate was “strongly nonsupportive” or “mildly nonsupportive” towards were *transgender students* (8.3%), *gay, lesbian, and bisexual students* (4.9%), *other racial minorities* (4.9%), and *African Americans* (4.8%). Respondents felt that the campus climate was most “strongly supportive” towards *men* (68.5%).

Table 22: 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	4.4	59.4%	27.1%	11.7%	1.7%	0.1%	2,014
Men	4.5	68.5%	15.7%	13.8%	1.3%	0.7%	2,016
African Americans	4.3	53.7%	26.0%	15.5%	4.0%	0.8%	2,011
Other racial/ethnic minorities	4.2	51.5%	26.3%	17.3%	4.4%	0.5%	2,011
International students	4.4	56.9%	25.9%	14.8%	2.2%	0.1%	2,009
Students with disabilities	4.3	55.8%	24.3%	16.5%	3.0%	0.4%	2,011
Gay, lesbian, and bisexual students	4.2	49.9%	26.1%	19.0%	4.2%	0.7%	2,007
Transgender students	4.0	43.3%	24.2%	24.2%	6.5%	1.8%	1,996

Campus Safety (Table 23)

Students were asked how often they had concerns with their personal safety on campus over the past two years. Nearly 90 percent of respondents said they “never” (46.7%) or “seldom” (41.1%) were concerned with their personal safety on campus.

Table 23: Feelings of Personal Safety on Campus

	Frequently	Sometimes	Seldom	Never	Total (N)
Over past 2 years, how often concerned with personal safety on campus	1.2%	11.0%	41.1%	46.7%	2,052

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 and impact of work-related experiences, employment rates, work hours on- and off-campus, and the relationship of their job to their academic major.

Work/Career-Related Experiences (Table 24; Figures 7 and 8)

Among work-related experiences asked about, respondents were by far most likely to report having a *paid internship*, with almost half having this experience (47.0%). In addition, almost all of those with a paid internship received course credit for the experience. While a significant number had an unpaid internship (28.6%), only about half of them received course credit for the experience. About 10 percent or fewer of respondents had any other work experience asked about.

Table 24: Participation in Work/Career-Related Experiences and Course Credit*

	Yes, had experience			Never did	N
	Received course credit	Did at least once for course credit and at least once without course credit	Did not get course credit		
Cooperative Education Program	2.5%	0.6%	3.6%	93.2%	1,951
Paid internship	37.6%	2.8%	6.6%	53.0%	2,011
Unpaid internship	13.0%	3.5%	12.1%	71.4%	1,963
Practicum	0.9%	0.3%	5.8%	93.1%	1,939
Student Teaching	5.8%	0.4%	5.1%	88.7%	1,944
Service Learning	3.7%	0.9%	3.8%	91.6%	1,944
Clinicals	1.6%	0.2%	1.4%	96.8%	1,933

*Respondents could select multiple experiences

Nearly 80 percent of those who reported having one or more career-related experience said it contributed “very much” to their personal and professional growth (78.1%), and 40 percent (40.3%) said they received a job offer from their employer.

Figure 7: Work/Career-Related Experience and Contribution to Growth (among respondents who completed any work/career-related experience; N=1,437)

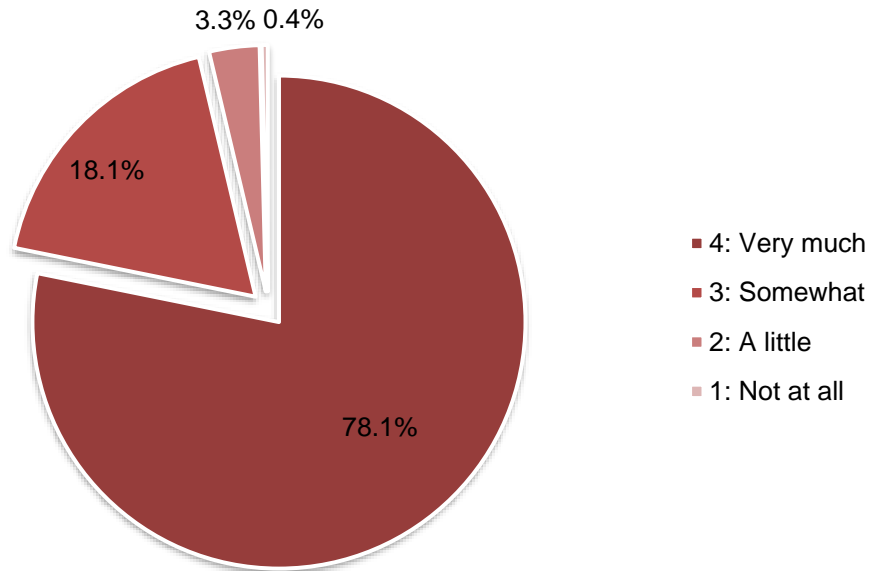
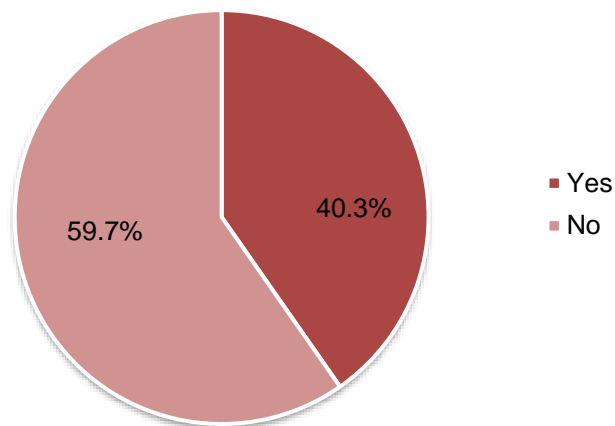


Figure 8: Received Job Offer from Work/Career-Related Experience (N=1,185)



On- and Off-Campus Employment (Figures 9-11)

Nearly three-fourths of respondents (74.7%) indicated that they were employed during their senior year. Of those who were employed, over half (56.5%) were employed only off campus, with 27.3 percent employed only on campus, and 16.9 percent working both on and off campus.

Figure 9: Employment in Past Year

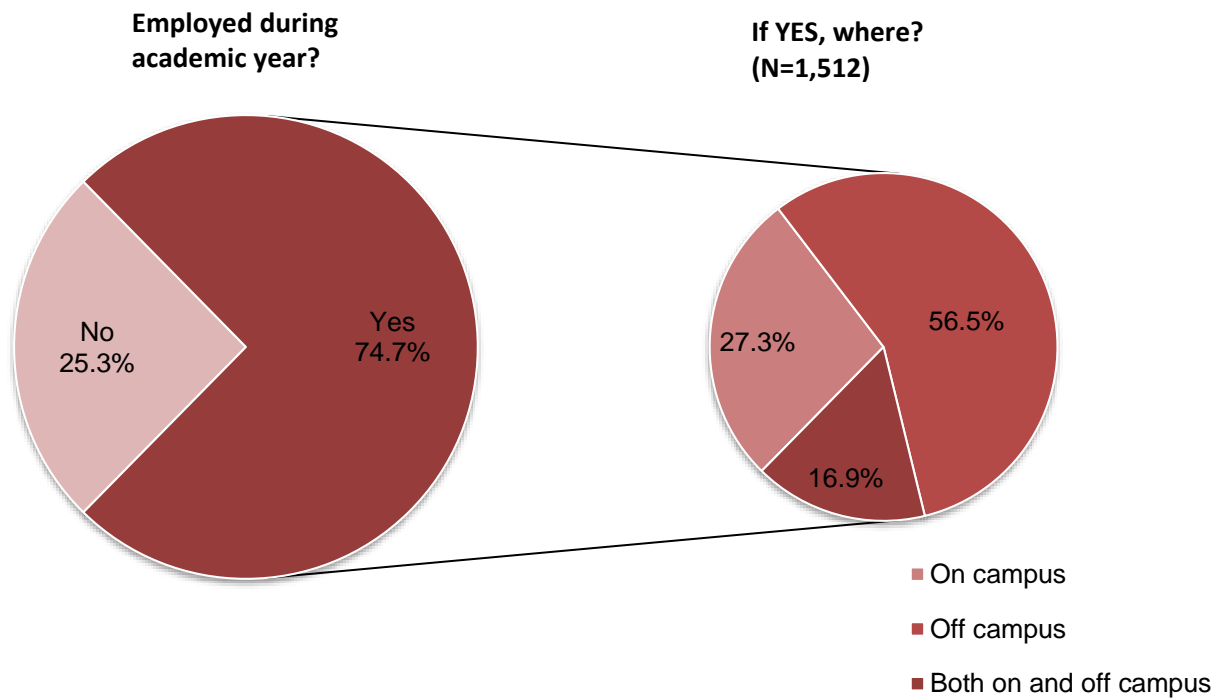
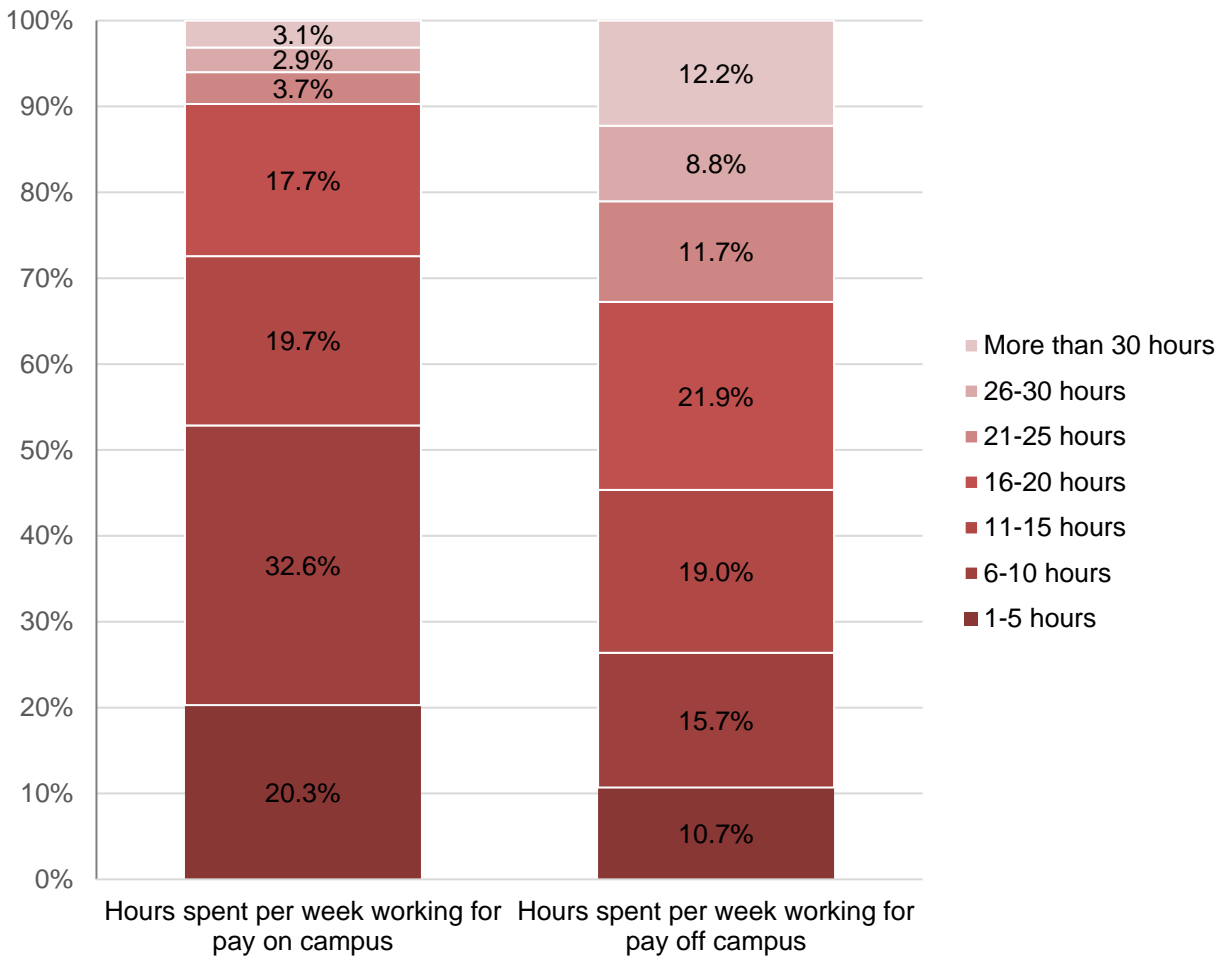
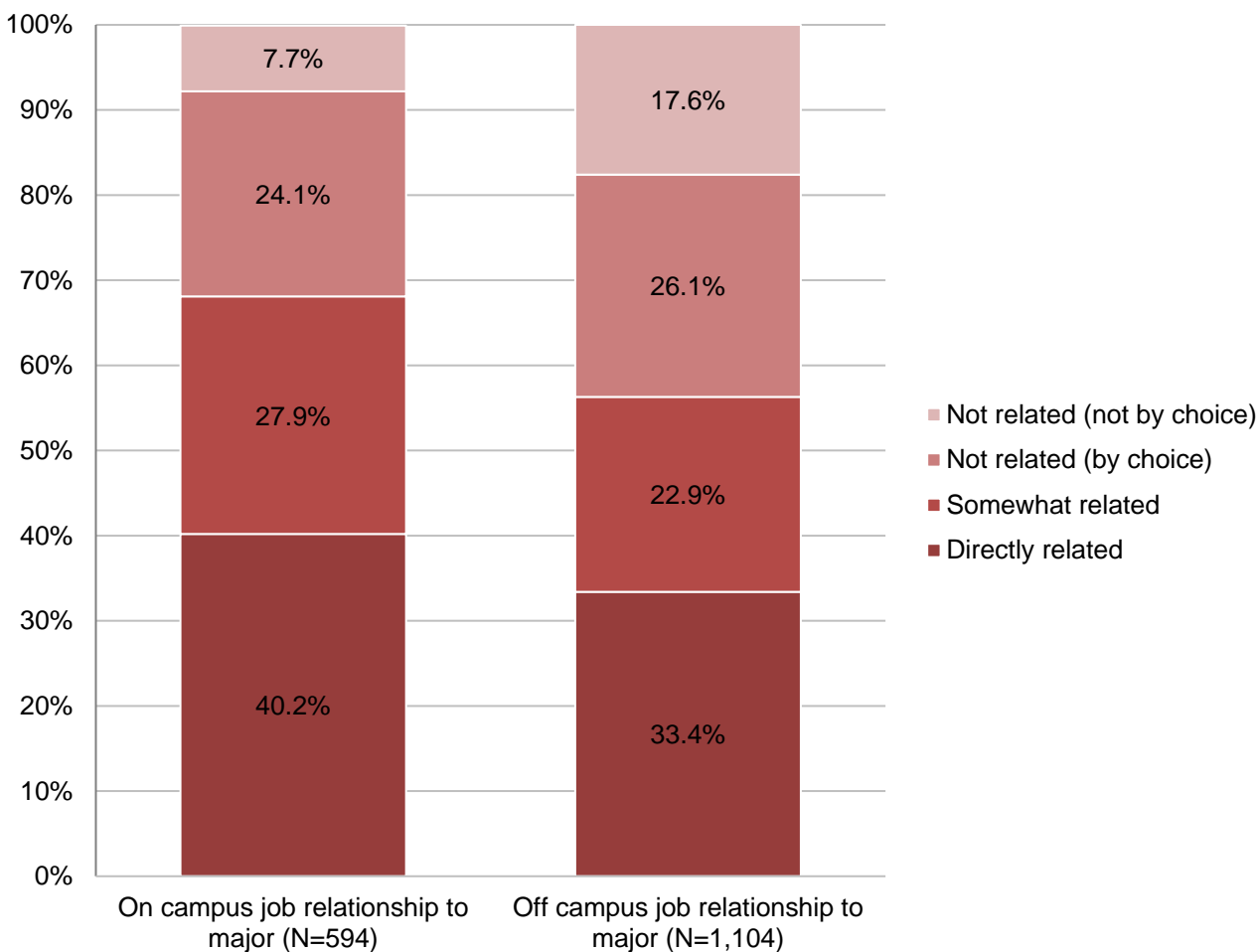


Figure 10: Number of Hours Worked



Students working *off campus* were much more likely than those working *on campus* to work more than 20 hours per week (32.7% vs. 9.7% respectively). Students who were employed on campus were more likely than those employed off campus to report *working in jobs directly related to their major* (40.2% vs 33.4%). 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 (17.6% vs 7.7%).

Figure 11: Job Relation to Academic Major



Campus Involvement (Tables 25 and 26)

Seniors were asked to indicate the campus groups or organizations/programs in which they were involved while at NC State. Over 40 percent of respondents reported being involved in *organizations/clubs related to their major* (42.3%). The next most commonly mentioned group or program was *intramural/recreational sports/club teams* (32.2%), followed by *religious groups* (14.4%), *social fraternity/sorority* (14.2%), and the *University Scholars Program* (14.2%).

Respondents were also asked the frequency at which they attended any concerts, performances, or exhibits while students at NC State. Among the specific concerts, performances, and exhibits, respondents mentioned that they attended while a student at NC State, *University Theatre performances* (21.8%) and *Music Department concerts* (21.0%) were the most frequently attended arts events.

Table 25: Extracurricular Involvement at NC State*

	%	N
Academic scholarship program (Caldwell, Park, etc.)	4.7%	98
AEGIS	0.0%	1
Intramural/rec sports/club team	32.2%	673
Minority student groups	7.2%	150
Org/clubs related to major	42.3%	885
Political/issue groups	4.2%	88
Religious groups	14.4%	302
Residence Hall Council	4.3%	89
ROTC	1.2%	26
Service groups	9.6%	201
Social fraternity/sorority	14.2%	297
Student Government	2.4%	51
Student Media/Publications	2.9%	61
Union Activities Board	1.8%	37
University Honors Program	5.9%	123
University Scholars Program	14.2%	298
Varsity athletic teams	2.2%	45
Visual/performing arts/music groups	6.3%	131

*Respondents could select multiple programs/organizations

Table 26: Attendance at Concerts/Performances/Exhibits*

	%	N
Attended Music Department concert(s)	21.0%	439
Attended Center Stage performance(s)	6.5%	135
Attended University Theatre performance(s)	21.8%	457
Attended Dance Program concert(s)	10.5%	219
Attended Crafts Center exhibit(s)	11.4%	239
Attended Gregg Museum of Art and Design	14.5%	304
Other performances	36.7%	769

*Respondents could select multiple concerts/performances/exhibits

Community Service Experiences (Table 27; Figure 12)

Many respondents reported participating in community service projects during their final two years at NC State, with over 40 percent participating in community service projects or events through the *University* (43.2%), and through an *NC State club* (41.1%). Of those who had a community service experience, over one-third said the experience contributed “very much” to their personal and professional growth (36.5%), and another 44.6 percent said it contributed “somewhat.”

Table 27: Participation in Community Service Over the Past Two Years, By Sponsor*

	%	N
The University (e.g., Blood Drive, Packapalooza, etc.)	43.2%	904
An NC State club	41.1%	860
Greek Life or fraternity/sorority	16.6%	347
An NC State program (e.g., Honors, Scholars)	19.9%	416
An academic college/department/course	32.3%	677
A non-academic unit (e.g., CLEPS, LGBT Center, etc.)	13.8%	288
A group not affiliated w/ NCSU	28.7%	601
Don't remember sponsor	8.9%	187

*Respondents could select multiple sponsors

Figure 12: Contribution of Community Service to Growth (among respondents who participated in community service over the past two years; N = 1,409)

