

North Carolina State University

2018-2019 Graduating Senior Survey:

All Respondents

Introduction

This report presents findings from the 2018-2019 Graduating Senior Survey (GSS). 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 "[2018-2019 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 [2018-2019 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* (66.2%), followed by to *prepare for graduate or professional school* (29.8%).

More than three-fourths of all respondents said they "fully accomplished" their primary goal (79.3%); just one percent said they had "not accomplished" their primary goal for their undergraduate education. 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 (72.5%),

Table 1: Goals and Objectives at NC State

Primary goal/objective for attending NC State	Accomplishment of primary goal/objective			Total	N
	Fully accomplished	Partially accomplished	Not accomplished		
Prepare for a career	82.9%	16.4%	0.8%	66.2%	1,843
Prepare for grad/prof school	72.5%	27.0%	0.5%	29.8%	829
Prepare for career change	72.7%	27.3%	.	2.0%	55
Improve for current profession	69.6%	26.1%	4.3%	0.8%	23
Courses for personal interest	62.5%	37.5%	.	0.3%	8
Other	75.0%	17.9%	7.1%	1.0%	28
Total	79.3%	19.9%	0.8%	100.0%	2,786

Time to Graduate (Table 2)

Just over one-third of respondents reported that it took them longer than four years (i.e., eight consecutive semesters) to graduate (35.8%). When asked to select all that applied from a list of possible reasons why it took them more than four years to graduate, a plurality of those doing so said it was because they *changed majors* (37.1%). About one-in-five said it was due to *hours spent working* (20.7%), *lost credits when transferred* (18.7%), *taking a lighter course load* (18.1%), and because they *took a semester or more off for personal reasons* (18.0%).

Table 2: Reasons for Taking More than Four Years to Graduate (Among those taking more than four years; n=1,008)*

	%	N
Wanted/advised to take lighter courseload	18.1%	182
Could not get classes needed	16.0%	161
Lost credits when transferred	18.7%	188
Changed majors	37.1%	374
Graduating with more than one major	10.5%	106
Study abroad	3.7%	37
Co-op/intern/practicum/student teaching/etc	16.9%	170
Hours spent working	20.7%	209
Financial reasons	12.5%	126
Part-time for personal reasons (e.g., medical, family, etc)	7.8%	79
Took semester or more off for personal reasons	18.0%	181
Other reasons	19.8%	200

*Respondents could select more than one reason.

Withdrawal/Transfer from NCSU (Figure 1; Table 3)

More than one-fourth of respondents (26.8%) reported that they had considered withdrawing or transferring from NC State before graduation, with over 10 percent either “seriously” considering leaving (8.6%) or actually leaving and then returning (2.7%). 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 their *curriculum/program* (43.8%), *personal matters* (e.g., medical, roommate problems, personal relationships, etc.) (30.1%), *health issues* (21.9%), and issues related to *campus life* (12.2%) for doing so. Almost ten percent of those who had considered leaving or who had left and returned said they did so because of *poor academic performance*, *poor advising/support*, or for *financial reasons*.

Figure 1: Ever Consider Withdrawal or Transfer from NC State? (N=2,814)

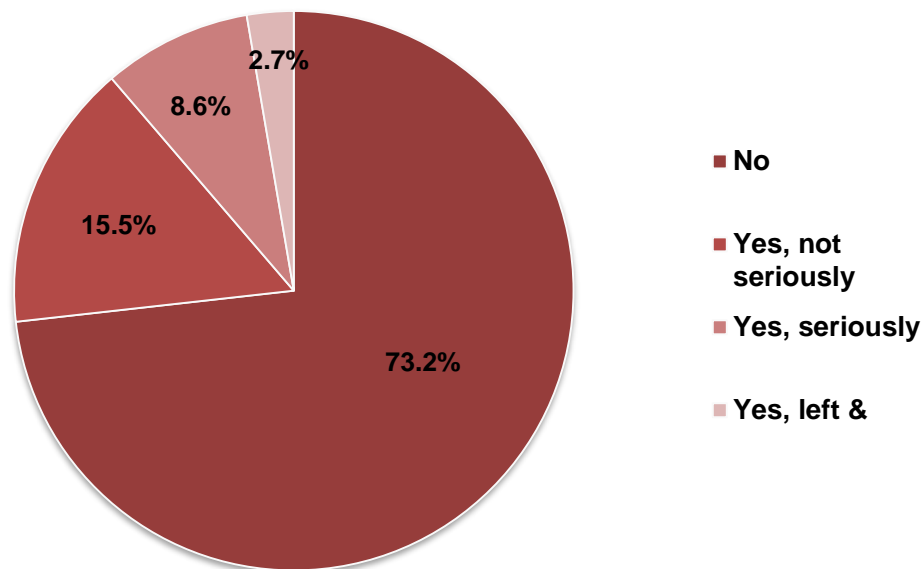


Table 3: Reasons for Considering Leaving NC State (N=498)*

	%	N
Curriculum	42.8%	213
Personal Matters	30.1%	150
Health Issues	21.9%	109
Campus Life	12.2%	61
Poor Academic Performance	9.6%	48
Poor Advising / Lack of Support	9.4%	47
Financial Concerns	9.0%	45
Location	5.6%	28
Class Environment	5.4%	27
Diversity Issues	4.4%	22
Preference for Another Institution	1.8%	9
Non-academic Opportunity	1.0%	5

*Respondents could offer more than one reason

Reasons for Staying at NC State (Table 4)

Respondents who considered withdrawing or transferring, or had actually done so and later returned, were also asked to describe their reasons for staying at or returning to NC State. The most common reasons given for staying at NC State were related to *NC State overall or a program at NC State* (e.g., realizing that NC State was where they wanted to be, either because of the university as a whole or a specific academic or non-academic program (43.9%), and *personal reasons* (43.4%), such as the accomplishment of a personal goal and not giving up. Other common reasons for staying included *financial reasons* (15.3%). And the *hassle of leaving* (e.g., losing credits, etc.) (14.7%).

Table 4: Reasons for Staying at or Returning to NC State (N=490)*

	%	N
NC State / Program at NC State	43.9%	215
Personal Reasons	39.4%	193
Financial Reasons	15.3%	75
Hassle	14.7%	72
Close to Graduating	14.5%	71
NCSU/City Environment	11.6%	57
Need Degree	8.2%	40
Advising / Support	7.6%	37
Class Environment	2.9%	14
No Choice	0.8%	4

**Respondents could offer more than one reason*

Post-Graduation Plans (Table 5)

At the time they completed the survey, which could have been as much as nine months prior to their graduation, close to one-third of respondents said they planned to work full-time after getting their degree (64.2%), and just over one-fourth said they primary plan was to attend graduate or professional school (26.0%).

Table 5: Plans Following Graduation (N=2,805)

Plans following graduation		
	%	N
Full-time employment	64.2%	1,802
Graduate/Professional school	26.0%	728
Military	1.7%	47
Volunteer activity	0.7%	20
Starting/raising a family	0.3%	7
Other	3.9%	109
Don't know	3.3%	92

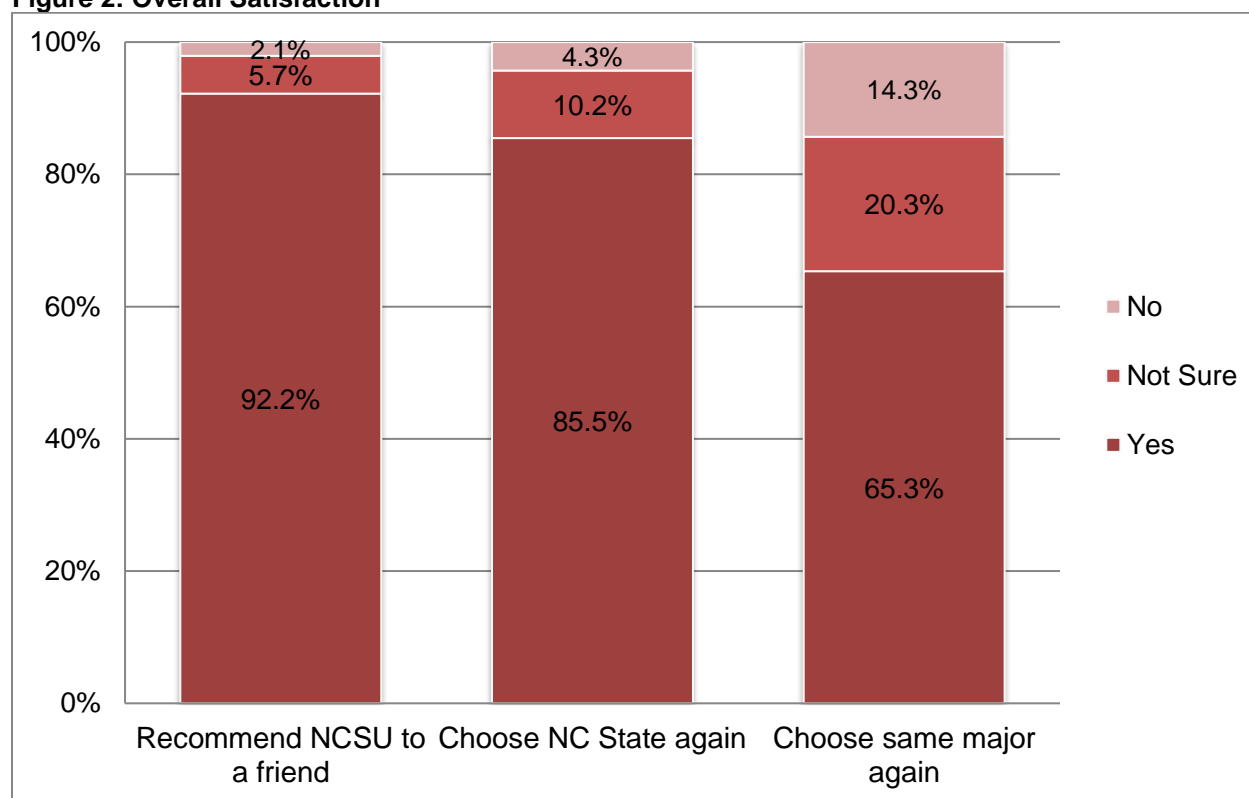
Academic Environment and Faculty Contributions

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 6 and 7)

The majority of graduating seniors reported being satisfied with the education they received at NC State. More than 90 percent (92.2%) said they *would recommend NC State to a friend* and 85 percent (85.5%) said they *would choose NC State again if starting over*. Although two-thirds of respondents (65.3%) said they *would choose the same major again*, some uncertainty existed among graduating seniors, with one-fifth of respondents saying they were “not sure” if they would choose the same major (20.3%). Almost 15 percent, however, said they would definitely not choose their same major again (14.3%).

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” (62.9%) or “good” (32.8%). Similarly, graduating seniors gave high ratings to the *quality of instruction in their majors*, with 60.2 percent rating it “excellent” and 31.1 percent rating

it “good.” Nearly 90 percent of respondents gave positive ratings to the *quality of instruction outside their major*, but they were less likely to rate it “excellent” (34.1%) than “good” (50.5%). Finally, over 95 percent of respondents felt the *learning environment on campus* was “very strong” (53.8%) or “strong” (43.4%).

Table 6: Evaluation of Education

	Mean Rating	4: Excellent	3: Good	2: Fair	1: Poor	Total (N)
Quality of instruction in your major	3.5	60.2%	31.1%	6.7%	1.9%	2,798
Quality of instruction in classes outside of your major	3.2	34.1%	50.5%	13.8%	1.5%	2,795
Overall education received NCSU	3.6	62.9%	32.8%	3.5%	0.8%	2,800

Table 7: Learning Environment on Campus

	Mean Rating	4: Very strong	3: Strong	2: Weak	1: Very weak	Total (N)
Learning environment on this campus	3.5	53.8%	43.4%	2.2%	0.5%	2,803

Satisfaction with Instructors (Table 8)

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, with almost 40 percent saying they are very satisfied with instruction in their major overall (29.3%) and almost half saying they are “satisfied” (48.1%). More than 70 percent of respondents reported being “very satisfied” or “satisfied” with each of the specific aspects of instruction asked about.

Respondents were most likely to be “very satisfied” with the *extent to which instructors encourage class discussion* (37.2%), *how carefully instructors explain the expectations of student performance in the course* (35.6%), *how effectively instructors use instructional technology in teaching and learning activities* (35.4%), and *instructors’ ability to motivate me to do my best* (34.0%). Respondents indicated lower levels of satisfaction with instructors’ *consideration of different learning styles*, with ten percent of respondents indicating they were “dissatisfied” (8.3%) or “very dissatisfied” (1.9%).

Table 8: 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	4.1	34.0%	51.0%	10.6%	3.8%	0.5%	3,147
How carefully they explain the expectations of student performance in the course	4.2	35.6%	53.7%	8.3%	2.0%	0.4%	3,147
How well they explain course material	4.1	30.7%	55.6%	10.3%	2.7%	0.7%	3,141
The extent to which they encourage class discussion	4.1	37.2%	43.5%	14.6%	4.0%	0.7%	3,140
How effectively they use instructional technology in teaching and learning activities	4.2	35.4%	49.9%	11.6%	2.4%	0.7%	3,144
How quickly they provide feedback on my work	3.9	21.9%	52.1%	17.3%	7.7%	1.0%	3,145
Helpfulness of their feedback on my work	4.0	29.3%	49.3%	15.2%	5.4%	0.8%	3,142
The extent to which they consider different learning styles in my major	3.8	26.5%	40.9%	22.4%	8.3%	1.9%	3,143
Overall satisfaction with instructors in my major	4.2	39.3%	48.1%	9.5%	2.4%	0.7%	3,145

Faculty-Student Mentoring (Table 9)

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* (47.1%), followed by *regular meetings with faculty to get professional guidance/support* (38.0%). While less widespread, one-quarter of students reported having had a *research, scholarly, or creative project with a faculty member outside of course/program requirements* (26.7%). Respondents were least likely to have *worked on an extension/public service project with faculty* (8.0%).

For the most part, the majority of students who said they had a mentoring experience reported that the experiences contributed “a great deal” to their personal and/or professional growth. The only mentoring activities for which less than a majority of those having the experience said it contributed “a great deal” to their growth *was regularly met with a faculty members wo provide academic guidance* (43.9%), and *worked on an*

extension or public service project with a faculty member (38.8%). Almost 20 percent of those having this latter mentoring experience said it contributed “a little” (12.4%) or “not at all” (7.2%) to their growth.

Table 9: Faculty-Student Mentoring

	Yes, had experience		Contribution to Growth			
	%	N	4: A great deal	3: Some	2: A little	1: Not at all
Worked on an independent study project with a faculty member	19.8%	626	55.5%	33.6%	7.9%	3.1%
Worked on a research/scholarly/creative project with a faculty member outside of course or program requirements	26.7%	842	55.6%	32.6%	9.2%	2.6%
Worked on an extension or public service project with a faculty member outside of course or program requirements	8.0%	251	38.8%	41.6%	12.4%	7.2%
Assisted in teaching a class or lab under the guidance of a faculty member	12.3%	387	51.6%	36.3%	10.6%	1.6%
Regularly met with a faculty member who provided academic guidance (e.g., assistance with coursework, course selection, etc.)	47.1%	1,484	43.9%	43.5%	11.4%	1.1%
Regularly met with a faculty member who provided professional guidance and/or support (e.g., career goals, employment opportunities, letters of support, etc.)	38.0%	1,197	51.5%	36.5%	11.0%	1.0%
Regularly met with a faculty member who provided guidance on non-academic issues/responsibilities (e.g., work, family, physical well-being, etc.)	15.4%	485	53.1%	32.9%	11.4%	2.7%
Worked with faculty member on campus activities (e.g., committees, Faculty/Scholar in Residence, student life activities, etc.)	18.4%	581	41.8%	41.3%	15.0%	1.9%

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 10-13)

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: When asked about access to academic advising during their time at NC State, over 80 percent of respondents said they “strongly agree” (39.1%) or “agree” (45.6%) that they had access to academic advising services that enabled them to make progress towards degree completion. Fewer than 6 percent said they “disagree” (4.1%) or “strongly disagree” (1.7%) that they had adequate access to academic advising services.

Seventy percent of respondents were either “very satisfied” (32.3%) or “satisfied” (36.4%) with their *overall academic advising experience*. Almost 40 percent reported being “very satisfied” with their advisors *helping me understand degree requirements and course sequencing* (39.4%), and one-third said they were “very satisfied” with their advisor *helping me to be aware of and understand relevant campus policies and procedures* (34.3%), and *spending sufficient time with me* (33.6%). On the other hand, 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* (20.2%), *helping me think about post-grad employment options* (19.9%), and *helping me understand and develop a clear path to achieve my career goals* (19.6%).

Figure 3: I had Access to Academic Advising Services that Enabled me to Successfully Progress Toward Degree Completion (N=3,144)

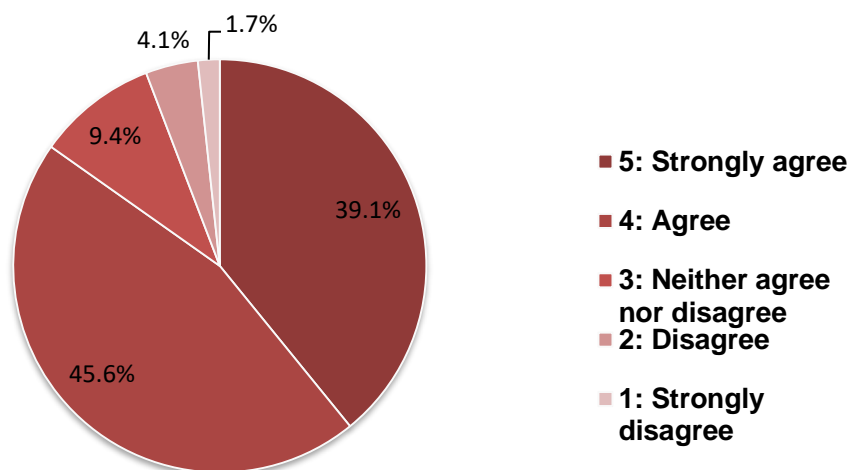


Table 10: Satisfaction with Academic Advising

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Advisor spending sufficient time with me	3.9	33.6%	37.7%	16.4%	8.3%	4.0%	3,107
Advisor helping me understand degree requirements and course sequencing	4.0	39.4%	35.9%	12.4%	7.9%	4.3%	3,109
Advisor helping me to be aware of and understand relevant campus policies and procedures	3.9	34.3%	34.9%	20.1%	6.6%	4.1%	3,052
Advisor helping me think about post-graduation education options (e.g., graduate school)	3.6	27.9%	29.0%	25.2%	12.3%	5.6%	2,981
Advisor helping me think about post-graduation employment options	3.5	26.0%	26.9%	27.2%	13.7%	6.2%	2,962
Advisor helping me think about co-ops, internships, and other career-related employment to gain work-related experience during my final two years as an undergraduate	3.5	21.8%	31.0%	27.0%	14.2%	6.0%	2,912
Advisor helping me understand and develop a clear path to achieve my career goals	3.5	23.3%	29.6%	27.5%	13.3%	6.3%	2,938
Advisor providing me with information about whom to contact with non-academic problems or concerns	3.6	24.7%	32.4%	29.2%	8.7%	5.0%	2,778
Academic advising overall	3.8	32.3%	36.4%	17.5%	9.1%	4.7%	3,093

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 seven of the nine items asked about, and over 90 percent reported satisfaction with library services overall (93.7%). Respondents were most likely to be “very satisfied” with the library’s *hours of operation* (54.3%), followed by *access to online library resources* (47.0%), effectiveness of library resources and services in improving my learning experience (42.9%), and helpfulness of staff (41.8%). While still overwhelmingly satisfied with such services, they were most likely to be “dissatisfied” or “very dissatisfied” with *space for group work* (9.8%) and *space for individual work* (9.2%).

Table 11: 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	41.8%	46.9%	10.6%	0.4%	0.2%	2,895
Space for individual student work	4.0	34.4%	45.4%	10.7%	8.1%	1.4%	3,000
Space for group work	4.0	33.1%	44.9%	12.1%	8.4%	1.4%	2,986
Effectiveness of library training and workshops	4.0	30.0%	40.3%	27.7%	1.5%	0.5%	2,213
Access to online library resources	4.4	47.0%	44.9%	7.3%	0.7%	0.2%	2,986
Hours of operation	4.5	54.3%	40.0%	4.6%	0.9%	0.1%	3,001
Effectiveness of library resources and services in improving my learning experiences	4.3	42.9%	46.9%	9.5%	0.4%	0.2%	2,948
Library services overall	4.4	48.0%	45.7%	5.8%	0.3%	0.2%	3,015

Information Technology Services: Eighty-five percent of GSS respondents were either “very satisfied” (27.9%) or “satisfied” (47.2%) with IT service overall. More than three-fourths of respondents were either “very satisfied” or “satisfied” with seven of the eight specific information technology services items asked about. They were most likely to be “very satisfied” with the *wireless access on campus* (36.2%) followed by *availability of equipment and software to meet my needs* (3.0%). Five percent or fewer were dissatisfied with any aspect of IT services asked about.

Table 12: Satisfaction with Information Technology Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Training on the technology I need to use	3.9	22.4%	47.0%	26.0%	3.8%	0.8%	2,423
Assistance from the Help Desk in solving my technology problems	4.0	29.1%	47.2%	21.6%	1.7%	0.4%	2,449
Availability of equipment and software to meet my needs	4.1	33.0%	51.1%	14.2%	1.5%	0.3%	2,742
Availability of wireless access on campus	4.1	36.2%	47.8%	10.6%	4.5%	0.9%	2,958
Online course management system(s) in classes (e.g., Moodle)	4.1	29.3%	54.1%	12.3%	3.7%	0.7%	2,996
Effectiveness of information technology in improving my learning experiences	4.1	27.5%	53.8%	16.6%	1.8%	0.3%	2,924
Access to information and resources to help keep my personal data and device secure	4.1	28.6%	51.7%	16.7%	2.5%	0.5%	2,863
Information technology services overall	4.1	27.9%	57.6%	13.5%	0.8%	0.2%	2,976

Career Services: Over 70 percent of respondents indicated being “very satisfied” (25.6%) or “satisfied” (47.1%) with career services overall. Respondents were most likely to be “very satisfied” with *access to employment opportunities* (31.4%), followed by *assistance with resume preparation, interviewing skills, networking, salary negotiations, etc.* (30.9%). Conversely, respondents were most likely to be “dissatisfied” or “very dissatisfied” with *assistance with determining career goals and exploring careers, and making career decisions* (8.1%). 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 13: 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	28.8%	47.9%	20.1%	2.2%	1.1%	2,263
Information on co-ops, internships, and other career-related experiences	3.9	26.6%	45.6%	21.8%	4.8%	1.2%	2,349
Access to employment opportunities (e.g., career fairs, interviews, ePack, job listings, etc.)	4.0	31.4%	46.4%	17.9%	3.4%	1.0%	2,526
Assistance with resume preparation, interviewing skills, job search strategies, salary negotiation, etc	4.0	30.9%	42.3%	22.9%	2.9%	1.0%	2,293
Availability of career resources online (e.g., ePack, video tutorials, career assessments, etc.)	4.0	28.3%	47.2%	20.0%	3.7%	0.8%	2,480
Information on what employers look for (e.g., Career Readiness Competencies: leadership, teamwork, written/oral communication, etc.)	3.9	25.9%	44.2%	24.0%	4.9%	1.1%	2,374
Assistance with determining career goals, exploring careers, and making career decisions	3.8	23.8%	41.8%	26.3%	6.5%	1.6%	2,323
Career services overall	3.9	25.6%	47.1%	23.0%	3.3%	1.0%	2,506

Knowledge, Skills, and Personal Growth

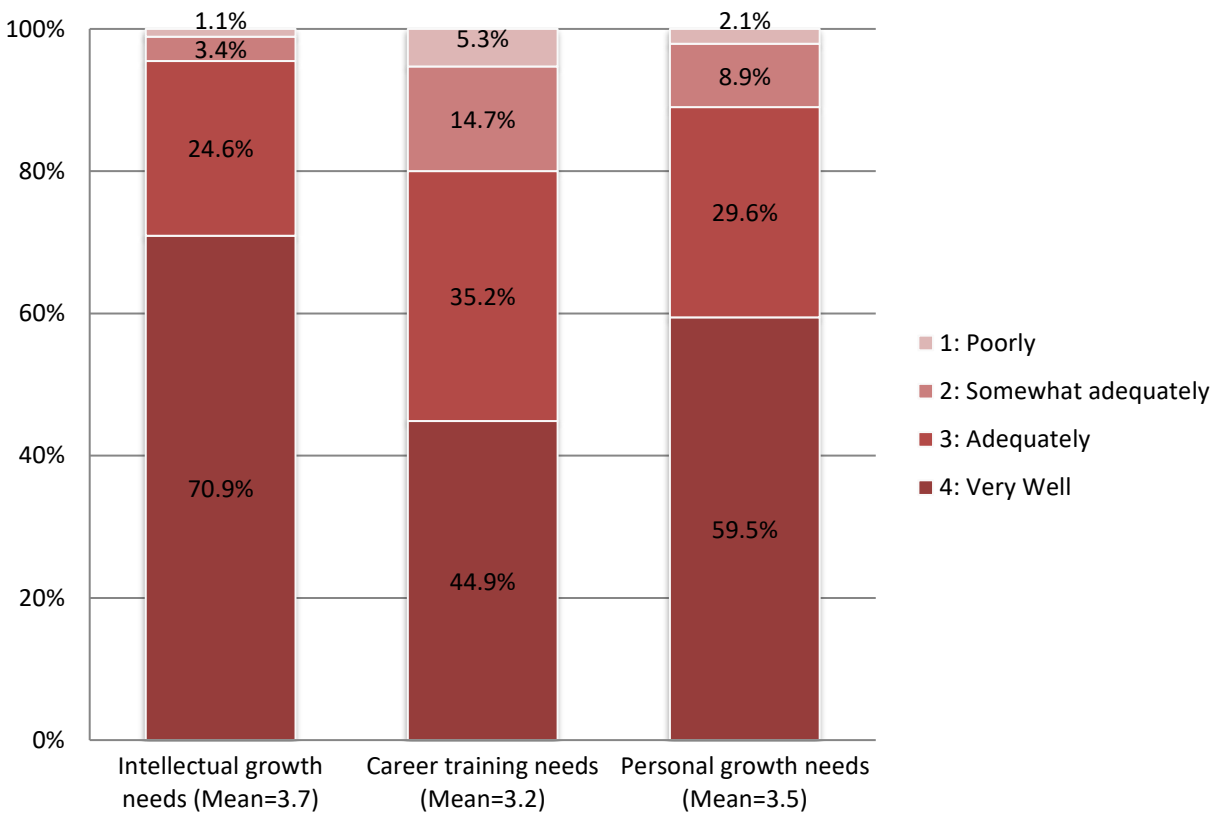
This section of the report focuses on respondents' perceptions of how well NC State has contributed to their academic, professional, and personal development. The 49 individual areas asked about relate to general education, personal development, and world view goals that the University has for undergraduate 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 more than two-

thirds of respondents (70.9%) saying NC State met their *intellectual growth* needs “very well.” A large majority also said NC State did “very well” in meeting their *personal growth* needs (59.5%). *Career training* received the lowest ratings, with 20 percent saying NC State met their career training needs only “somewhat adequately” (14.7%) or “poorly” (5.3%).

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



General Education Goals (Table 14)

Graduating seniors were, for the most part, satisfied with the extent to which NC State met their educational goals. Two-thirds or more of respondents said NC State contributed “very much” or “somewhat” to all 23 general education goals asked about, and a majority said NC State contributed “very much” to 15 of the goals. Graduating seniors were most likely to say their education at NC State contributed “very much” to *using critical thinking skills* (66.9%), *applying analytic skills* (65.0%), *ability to plan and carry out projects independently* (64.5%), *gathering relevant information or evidence* (64.0%), and *identifying a problem or concept and articulating its various components* (63.5%).

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* (34.7%), *appreciating the humanities (e.g., literature, philosophy, religion, history, etc.)* (32.9%), *applying social science methods to understand human behavior* (27.4%), and *keeping my personal data and devices secure* (27.1%)

Table 14: 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	3.3	44.7%	40.9%	10.8%	3.6%	2,975
Speaking effectively (i.e. to large and small groups and making presentations)	3.3	51.1%	34.4%	11.1%	3.4%	2,978
Listening attentively	3.3	47.9%	38.0%	9.9%	4.2%	2,971
Comprehending written and oral information	3.4	54.3%	35.9%	7.7%	2.0%	2,976
Creating and distributing information and knowledge using multiple communication forms, including text, video, graphics etc.	3.4	53.2%	35.0%	8.7%	3.1%	2,968
Using mathematical skills	3.3	50.1%	31.2%	12.8%	5.9%	2,968
Applying scientific methods of inquiry	3.4	56.1%	30.1%	9.8%	4.0%	2,951
Applying analytic skills	3.6	65.0%	27.9%	5.7%	1.4%	2,968
Using technologies appropriate to my discipline	3.4	55.4%	35.0%	7.6%	2.0%	2,943
Using critical thinking skills	3.6	66.9%	27.1%	5.1%	0.8%	2,952
Ability to plan and carry out projects independently	3.6	64.5%	28.1%	6.0%	1.4%	2,947
Identifying a problem/concept and articulating its various components	3.6	63.5%	30.6%	4.9%	1.0%	2,944
Gathering relevant information or evidence	3.6	64.0%	30.7%	4.4%	0.9%	2,954
Effectively analyzing and evaluating evidence, arguments, claims and beliefs	3.5	62.5%	30.7%	5.4%	1.5%	2,948
Questioning my assumptions and considering differing points of view that conflict with my own	3.5	59.1%	30.9%	7.1%	2.9%	2,945
Considering all options when solving a problem or addressing an issue and thinking through the implications and consequences of selecting one alternative over another	3.5	60.6%	31.9%	6.1%	1.4%	2,950
Solving real world problems in ways that demonstrate imagination and creativity	3.3	48.1%	38.2%	10.1%	3.5%	2,923
Reflecting on my work	3.4	50.4%	36.8%	10.3%	2.5%	2,915
The capacity to engage with and respond to artistic works (e.g., plays, music, movies, dance, visual arts) as creator, designer, performer, or audience member, and to evaluate their significance	2.9	37.3%	28.0%	18.5%	16.2%	2,830
Appreciating the humanities	2.9	39.2%	27.9%	21.6%	11.3%	2,882
Applying social science methods to understand human behavior	3.0	39.9%	32.7%	17.4%	10.0%	2,885
Keeping my personal data and devices secure	3.0	37.5%	35.4%	16.5%	10.6%	2,835
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economical viable, environmentally sound, and socially just	3.3	48.2%	34.5%	12.2%	5.0%	2,877

Personal Development Goals (Table 15)

Respondents gave high ratings to the extent to which NC State contributed to various personal development goals, with more than two-thirds saying their education contributed “very much” or “somewhat” to each of the 17 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* (64.1%), *working effectively as part of a team* (63.6%), *seeing projects through to completion* (63.0%), and *valuing learning as a lifelong process* (62.2%). 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* (29.6%), *developing and sustaining an active and healthy lifestyle* (27.2%) and *recovering from emotional setbacks* (21.0%).

Table 15: 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	3.2	46.8%	36.6%	11.0%	5.6%	2,890
Developing leadership skills	3.4	54.5%	32.1%	10.1%	3.2%	2,897
Working effectively as part of a team	3.5	63.6%	28.7%	6.1%	1.6%	2,895
Being involved in public and community affairs	3.0	38.9%	31.4%	18.4%	11.2%	2,868
Developing and sustaining an active and healthy lifestyle	3.0	37.7%	35.0%	16.0%	11.2%	2,889
Experiencing personal growth (e.g., self-discipline, responsibility, self-awareness, etc.)	3.5	60.5%	28.9%	7.5%	3.1%	2,900
Ability to manage ongoing stressors	3.3	50.1%	32.1%	11.0%	6.8%	2,893
Time management	3.4	53.6%	32.9%	9.8%	3.7%	2,901
Valuing learning as lifelong process	3.5	62.2%	27.8%	6.6%	3.4%	2,889
Taking responsibility for my own behavior	3.5	64.1%	26.2%	6.1%	3.5%	2,880
Viewing failure as an opportunity to learn	3.4	57.8%	29.0%	8.2%	5.0%	2,878
Believing more time and effort will lead to increased learning	3.5	59.9%	29.2%	7.8%	3.1%	2,875
Ability to set and accomplish goals	3.5	60.4%	30.2%	6.9%	2.4%	2,879
Seeing projects through to completion	3.5	63.0%	29.3%	5.7%	2.0%	2,886
Expressing my opinions when others disagree	3.3	49.0%	34.8%	11.6%	4.6%	2,883
Identifying alternatives when faced with setbacks	3.4	56.2%	34.3%	7.3%	2.2%	2,879
Recovering from emotional setbacks	3.2	47.8%	31.3%	12.9%	8.1%	2,843

World View Goals (Table 16)

Though less satisfied than other areas, respondents were generally satisfied with NC State's contribution to their development of the eight world view goals asked about. They were most likely to say their education contributed "very much" to their *ability to work with people from diverse backgrounds* (62.9%) and *understanding and respecting diverse cultures, values, and perspectives* (56.9%). 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* (23.9%).

Table 16: 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	3.3	48.5%	36.1%	11.3%	4.1%	2,842
Understanding and respecting diverse cultures, values, and perspectives	3.4	56.9%	28.3%	11.0%	3.8%	2,839
Ability to work with people from diverse backgrounds	3.5	62.9%	26.2%	7.4%	3.6%	2,832
Sensitivity to issues associated with racial equity	3.3	53.1%	29.0%	11.5%	6.3%	2,799
Sensitivity to issues associated with gender equity	3.2	49.2%	29.0%	13.1%	8.7%	2,793
Appreciating differences in sexual orientation	3.1	48.2%	27.9%	13.2%	10.7%	2,772
Understanding the present as it relates to historical events and processes	3.2	48.4%	32.7%	12.9%	5.9%	2,807
Understanding the commonality of human problems through a global perspective	3.3	50.0%	31.9%	12.5%	5.7%	2,800

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 17 and 18)

Ratings for non-academic service areas varied greatly, with anywhere from 12 percent to almost 50 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 *University recreation* (91.4%), *NC State Bookstore* (82.5%), *on-campus*

shuttle/transportation services: Wolfline (82.1%), and the University Police Department (76.5%). Alternatively, respondents were by far most likely to be “dissatisfied” or “very dissatisfied” with services related to parking (43.0%). About ten percent of graduating seniors were “dissatisfied” or “very dissatisfied” with services related to Student Health, NC State Dining, and University Housing and/or Living-Learning Initiatives.

Ratings for quality of staff associated with a particular service were 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* than with dining services in general (41.1% vs 22.8%). Staff associated with *parking* and with *University Housing and/or Living-Learning Initiatives* also got notably more favorable ratings than the services in general.

Table 17: 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	3.9	26.5%	45.2%	24.9%	2.5%	0.9%	2,131
Financial Aid: Application/Award Process	3.9	29.9%	42.0%	19.8%	5.6%	2.7%	2,262
Financial Aid: Disbursement Process	4.0	30.6%	42.4%	20.7%	4.5%	1.8%	2,165
NC State Dining	3.8	22.8%	47.2%	19.5%	8.1%	2.4%	2,545
Student Health Services	3.9	30.6%	44.9%	13.6%	7.9%	3.0%	2,481
Counseling Center (personal, interpersonal, or psychological)	4.0	35.3%	35.3%	22.4%	5.0%	2.0%	1,679
Cashier/Student Accounts/Billing Office	3.9	22.9%	47.2%	25.1%	3.5%	1.3%	2,255
University Housing and/or Living-Learning Initiatives	3.8	21.1%	47.0%	22.1%	6.6%	3.2%	2,255
NC State Bookstores	4.1	30.3%	52.2%	12.5%	3.7%	1.3%	2,787
University Recreation	4.4	48.0%	43.4%	7.6%	0.7%	0.3%	2,617
NC State Transportation: Wolfline	4.1	34.5%	47.6%	12.1%	4.6%	1.2%	2,677
NC State Transportation: Parking	2.9	12.4%	25.6%	19.1%	25.4%	17.6%	2,669
University Police Department	4.0	33.6%	42.9%	18.3%	3.1%	2.2%	1,967
University Tutorial Center	3.9	29.3%	40.3%	25.1%	4.0%	1.3%	1,503
Disability Resource Office	3.9	32.2%	29.5%	35.7%	1.7%	0.9%	1,065

Table 18: 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	32.2%	45.7%	19.9%	1.3%	1.0%	1,890
Financial Aid: Application/Award Process	4.0	33.7%	43.1%	19.1%	2.5%	1.7%	1,856
Financial Aid: Disbursement Process	4.0	33.6%	42.3%	20.7%	1.9%	1.5%	1,757
NC State Dining	4.2	41.1%	43.6%	12.8%	1.7%	0.8%	2,507
Student Health Services	4.1	37.9%	43.1%	12.0%	4.9%	2.2%	2,443
Counseling Center (personal, interpersonal, or psychological)	4.1	42.2%	33.6%	19.4%	2.9%	1.8%	1,638
Cashier/Student Accounts/Billing Office	4.0	30.0%	45.3%	21.3%	2.4%	1.1%	1,882
University Housing and/or Living-Learning Initiatives	4.0	31.1%	43.9%	19.5%	3.5%	2.0%	2,113
NC State Bookstores	4.3	38.8%	50.7%	9.2%	0.9%	0.4%	2,710
University Recreation	4.4	46.4%	44.3%	8.7%	0.3%	0.3%	2,557
NC State Transportation: Wolfline	4.1	35.9%	46.8%	13.2%	3.1%	1.0%	2,607
NC State Transportation: Parking	3.4	22.4%	32.1%	23.5%	11.0%	10.9%	2,191
University Police Department	4.1	39.9%	39.6%	15.4%	3.0%	2.1%	1,853
University Tutorial Center	4.1	34.4%	40.9%	21.8%	2.3%	0.6%	1,497
Disability Resource Office (formerly Disability Services Office)	4.0	36.2%	33.5%	28.5%	1.1%	0.6%	1,083

University Support with Non-Academic Challenges (Tables 19-21)

Graduating seniors were asked if they had ever sought out help from an NC State office or person for a non-academic issue or crisis they were facing while a student here. Among those responding to the question, just over half said they never felt like they had any issues needing such support (51.3%). While 30 percent said they had had an issue and had asked for help (30.0%), close to one-in-five said they had experienced an issue or crisis, but had not sought out assistance from an NC State office or individual (18.8%).

The majority of those who sought out support for an issue or crisis they were dealing with felt the NC State office or individual provided “a great deal” of support (58.3%). One-in-ten, however, said they felt supported only “a little” (7.9%) or “not at all” (2.0%) by the office/individual to whom they reached out to for assistance.

When those student experiencing a non-academic issue or crisis were asked to select from among a list of reasons why they had not sought our assistance from an office or

individual at NC State, the most common reasons given were that they had *relied on their family or friends for support* (60.4%) or that they *thought they could resolve the issue on their own* (56.9%). Just over one-in-four of those not seeking help said they did not know who to ask (28.1%).

Table 19: Ever Sought Help from NC State for a Non-Academic Issue/Crisis

	Yes	No - did experience but didnt ask for support	No - Never needed to	Total (N)
Ever asked for support from NC State when navigating non-academic issues/crises (e.g., family, legal, physical/emotional well-being etc.)	30.0%	18.8%	51.3%	2,870

Table 20: Extent of Support with Non-Academic Challenges (among those asking for support)

	4: A great deal	3: Somewhat	2: A little	1: Not at all	Total (N)
To what extent felt supported in dealing with the issue/crisis	58.3%	31.8%	7.9%	2.0%	859

Table 21: Reasons Did Not Ask For Support (among those with an issue/crisis but not asking for support; N=540)*

	%	N
Didn't know who to ask	28.1%	151
Was uncomfortable asking for support	37.5%	202
Sought help from someone outside of NC State	39.4%	212
Relied on friends/family for support	60.4%	325
Didn't think that there was really anything that anyone at NC State could do to help	42.4%	228
Thought I could resolve the issue/crisis on my own	56.9%	306
Other	5.2%	28

* Respondents could select multiple reasons

Financial Aid (Figures 5 and 6)

Over two-thirds of respondents (69.3%) said they received some sort of financial aid to help pay for their undergraduate education expenses. The vast majority of these respondents said they were either “very satisfied” (42.7%) or “moderately satisfied” (46.3%) 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 *advising staff*, *financial aid reception staff*, and *phone staff*, as “excellent” (48.9%, 48.0%, and 45.3%, respectively).

Figure 5: Financial Aid Award and Satisfaction

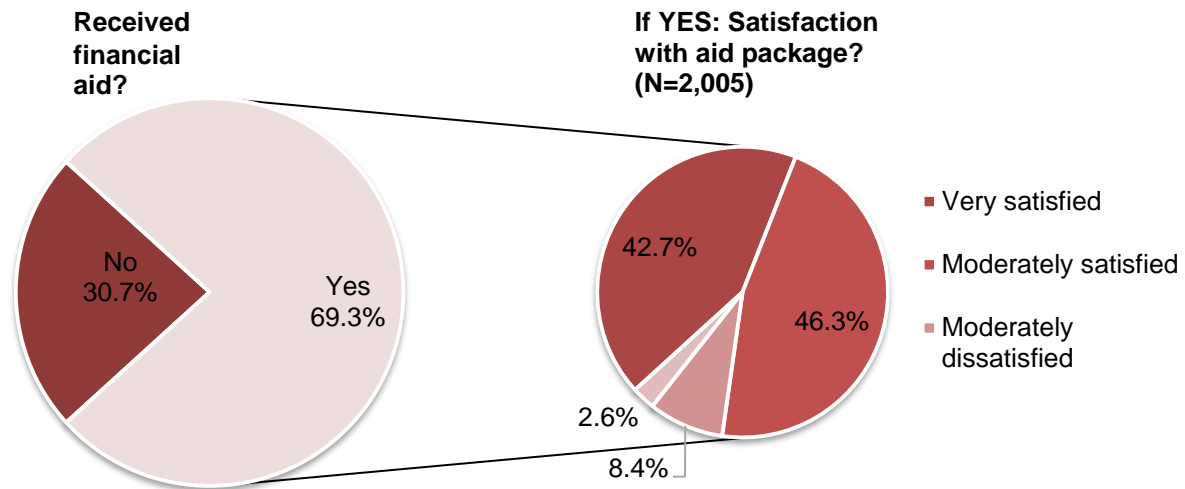
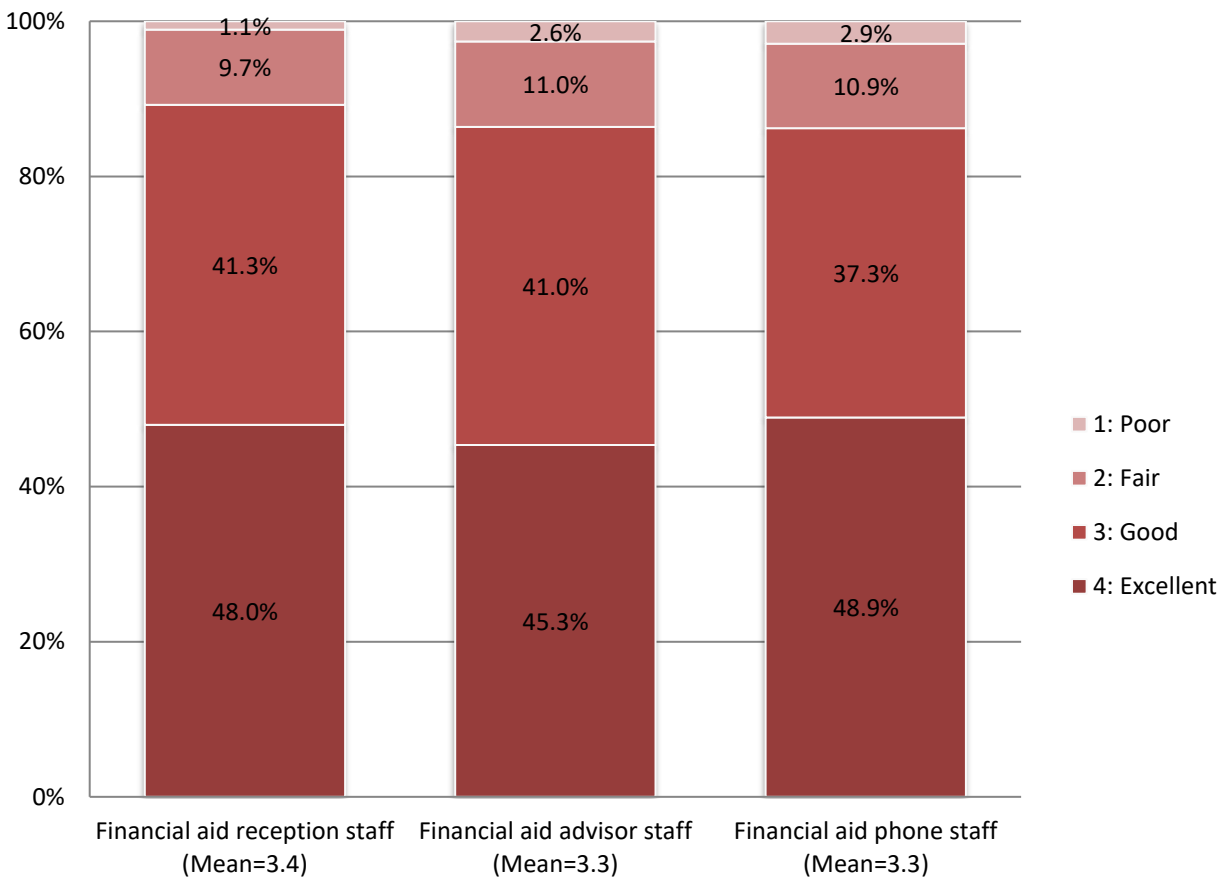


Figure 6: Customer Service Skills of Financial Aid Staff



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 22 and 23)

A large majority of respondents overall agreed either “strongly” (54.4%) or “somewhat” (48.7%) that *NC State is committed to helping minority students succeed*. Respondents were slightly less likely to agree that *NC State has visible leadership from the Chancellor and other administrators to foster diversity on campus* (48.7% “agree strongly” and 37.4% “agree somewhat”).

Table 22: Support for Diversity

	Mean Rating	4: Agree strongly	3: Agree somewhat	2: Disagree somewhat	1: Disagree strongly	Total (N)
NCSU is committed to helping minority students succeed	3.5	54.4%	39.6%	5.2%	0.8%	2,758
NCSU has visible leadership from administration to foster diversity on campus	3.3	48.7%	37.4%	10.4%	3.5%	2,754

Students were asked to assess the campus climate towards various groups of students (e.g., women, African Americans, those with disabilities, etc.). While forty percent or more of respondents overall felt the campus climate was “strongly supportive” toward each of the groups asked about, such perceptions varied widely by group asked about, with 60 percent believing the campus is “strongly supportive” of *men* (59.9%), and 40 percent saying the campus is “strongly supportive” of *transgender students* (40.6%). Of the groups asked about, respondents were most likely to believe that the campus climate was “strongly nonsupportive” or “mildly nonsupportive” towards *transgender students* (8.3%), *African Americans* (7.6%), *students with a disability* (5.1%), and *other racial/ethnic minorities* (7.6%), and.

Table 23: 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	4.3	52.1%	30.4%	14.9%	2.2%	0.5%	2,766
Men	4.3	59.9%	17.9%	18.3%	2.6%	1.3%	2,766
African Americans	4.1	45.5%	27.2%	19.5%	6.2%	1.4%	2,760
Other racial/ethnic minorities	4.0	42.7%	27.5%	22.7%	5.9%	1.2%	2,757
International students	4.2	48.6%	28.1%	19.5%	3.3%	0.5%	2,761
Students with disabilities	4.2	47.9%	26.5%	20.6%	4.0%	1.1%	2,756
Gay, lesbian, and bisexual students	4.2	46.3%	27.8%	21.5%	3.7%	0.7%	2,755
Transgender students	4.0	40.6%	24.3%	26.8%	6.3%	2.0%	2,752

Campus Safety (Table 24)

Students were asked how often they had concerns with their personal safety on campus over the past two years. Nine-in-ten respondents said they “never” (51.0%) or “seldom” (39.0%) were concerned with their personal safety on campus.

Table 24: Feelings of Personal Safety on Campus

	Frequently	Sometimes	Seldom	Never	Total (N)
Over past two years, how often have you had concerns regarding your personal safety on campus?	1.2%	8.8%	39.0%	51.0%	2,894

Sense of Belonging (Tables 25-30)

Graduating seniors were asked how important it was to them to feel a sense of belonging with various groups at NC State, and then the extent to which they experience such belonging. They were most likely to say it is “very important” to feel a sense of belonging *in small groups (e.g., with friends)*, with almost no one saying it is “not very important” or “not at all important” to have such an experience. Majorities also say it is “very important” to them to have a sense of belonging *in their academic college or major* (59.4%) and *with NC State overall* (54.8%). Graduating seniors were least likely to think it important to feel a sense of belong in formal organizations on campus, with one-in-five saying it is “not very” (13.4%) or “not at all important” (7.2%) to them.

Reports of actually experiencing a sense of belonging follow a similar pattern, with graduating seniors most likely to say they experience a sense of belonging in small groups to “a great deal” (70.9%), and least likely to experience a sense of belonging in formal organizations, with almost 30 percent saying they do so only “a little” or “not at all” (29.0%).

For the most part, the majority of students for whom it is important to experience a sense of belonging say they actually feel such a sense of belonging. For example, over 80 percent of the students who say it is “very important” for them to experience a sense of belonging *in small groups* say they actually experience such a sense of belonging “a great deal” (83.9%, Table 25). The largest gap between wanting to have a sense of belonging and actually experiencing it is with respect to students’ *academic college or major*. While close to two-thirds of those who say it is “very important” to experience such a sense of belonging say they actually experience it “a great deal,” one-in-ten of them say they actually experience it only “a little” or “not at all” (11.5%).

Table 25: Importance of Feeling a Sense of Belonging

	Mean Rating	4: Very important	3: Somewhat important	2: Not very important	1: Not at all important	Total (N)
With NC State overall	3.4	54.8%	32.0%	8.5%	4.7%	2,763
In formal organizations	3.2	47.4%	32.0%	13.4%	7.2%	2,760
In your academic college or major	3.5	59.4%	31.9%	6.0%	2.6%	2,762
In small groups (e.g., with friends)	3.7	79.5%	17.2%	1.9%	1.4%	2,763

Table 26: Extent to Which Feel a Sense of Belonging

	Mean Rating	4: A great deal	3: Somewhat	2: A little	1: Not at all	Total (N)
With NC State overall	3.2	44.7%	35.2%	13.6%	6.5%	2,754
In formal organizations	2.9	38.0%	33.0%	14.8%	14.2%	2,745
In your academic college or major	3.2	44.8%	35.1%	13.9%	6.1%	2,755
In small groups (e.g., with friends)	3.6	70.9%	21.2%	5.3%	2.6%	2,753

Table 27: Sense of Belonging with NC State Overall

Importance of sense of belonging: With NC State overall	Actually experienced sense of belonging: With NC State overall				Total	N
	4: A great deal	3: Somewhat	2: A little	1: Not at all		
4: Very important	71.3%	20.7%	5.7%	2.3%	54.8%	1,507
3: Somewhat important	17.0%	65.2%	14.6%	3.3%	32.0%	879
2: Not very important	2.6%	29.5%	54.3%	13.7%	8.5%	234
1: Not at all important	1.6%	10.9%	24.0%	63.6%	4.7%	129
Total	44.8%	35.2%	13.5%	6.5%	100.0%	2,749

Table 28: Sense of Belonging with NC State Formal Organizations

Importance of sense of belonging: In formal organizations	Actually experienced sense of belonging: In formal organizations				Total	N
	4: A great deal	3: Somewhat	2: A little	1: Not at all		
4: Very important	67.7%	24.0%	5.6%	2.7%	47.5%	1,301
3: Somewhat important	15.8%	59.1%	19.3%	5.8%	31.9%	875
2: Not very important	5.2%	18.0%	38.7%	38.1%	13.4%	367
1: Not at all important	1.5%	5.6%	9.7%	83.2%	7.2%	196
Total	38.0%	33.1%	14.7%	14.2%	100.0%	2,739

Table 29: Sense of Belonging with Academic College/Major

Importance of sense of belonging: In your academic college or major	Actually experienced sense of belonging: In your academic college or major				Total	N
	4: A great deal	3: Somewhat	2: A little	1: Not at all		
4: Very important	64.9%	23.5%	8.3%	3.2%	59.4%	1,634
3: Somewhat important	17.6%	59.7%	18.0%	4.7%	31.9%	877
2: Not very important	7.2%	27.7%	45.8%	19.3%	6.0%	166
1: Not at all important	4.2%	18.1%	18.1%	59.7%	2.6%	72
Total	44.7%	35.2%	13.9%	6.1%	100.0%	2,749

Table 30: Sense of Belonging with Small Groups at NC State

Importance of sense of belonging: In small groups (e.g., with friends)	Actually experienced sense of belonging: In small groups (e.g., with friends)				Total	N
	4: A great deal	3: Somewhat	2: A little	1: Not at all		
4: Very important	83.9%	12.5%	2.7%	1.0%	79.6%	2,188
3: Somewhat important	22.4%	61.8%	12.8%	3.0%	17.0%	468
2: Not very important	9.6%	21.2%	44.2%	25.0%	1.9%	52
1: Not at all important	12.5%	22.5%	7.5%	57.5%	1.5%	40
Total	71.0%	21.2%	5.2%	2.6%	100.0%	2,748

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 31; Figures 7 and 8)

Among work-related experiences asked about, respondents were by far most likely to report having a *paid internship* (53.2%), with just over 10 percent getting course credit for a paid internship experience (10.6%). A significant number also report having had an unpaid internship (23.6%). Less than 10 percent of respondents had any other work experience asked about.

Table 31: Participation in Work/Career-Related Experiences and Course Credit*

	Yes, did and received course credit	Yes, did but did not get course credit	Never did	Total (N)
Co-op	5.0%	3.6%	91.4%	2,620
Paid internship	10.6%	42.6%	46.8%	2,795
Unpaid internship	10.3%	13.3%	76.3%	2,638
Practicum	7.1%	1.4%	91.5%	2,580
Student teaching	5.4%	6.8%	87.8%	2,590
Service learning	3.6%	5.1%	91.3%	2,580
Clinicals	1.0%	2.3%	96.7%	2,570

*Respondents could select multiple experiences

Nearly three-fourths of those who reported having one or more career-related experience said it contributed “very much” to their personal and professional growth (72.5%), and nearly two-thirds (63.4%) said they received a job offer from their employer.

Figure 7: Work/Career-Related Experience Contribution to Growth (among respondents who completed any work/career-related experience; N=2,090)

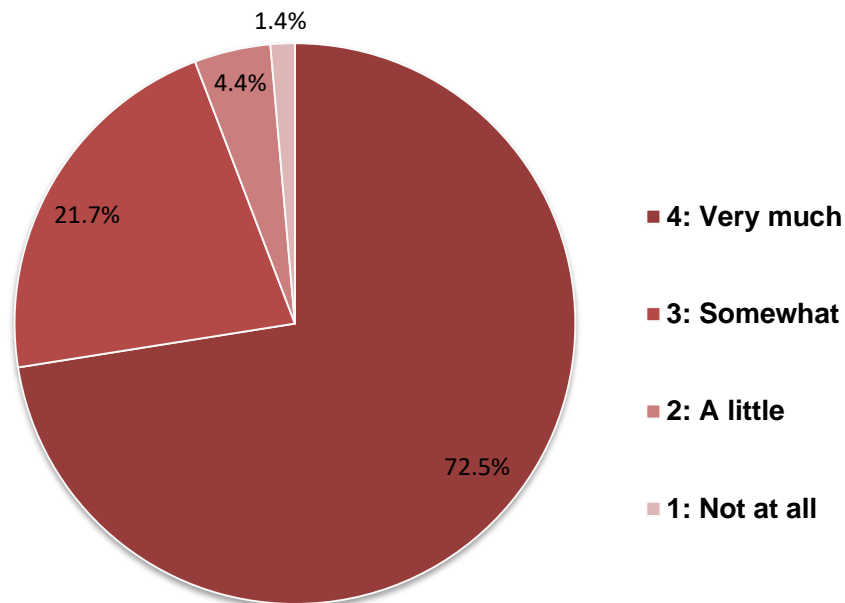
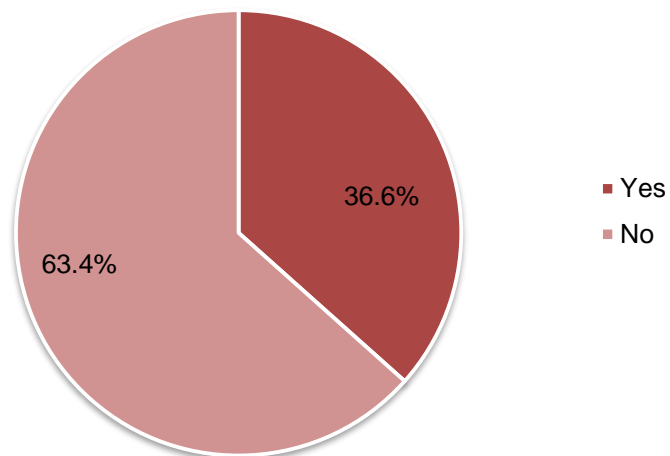


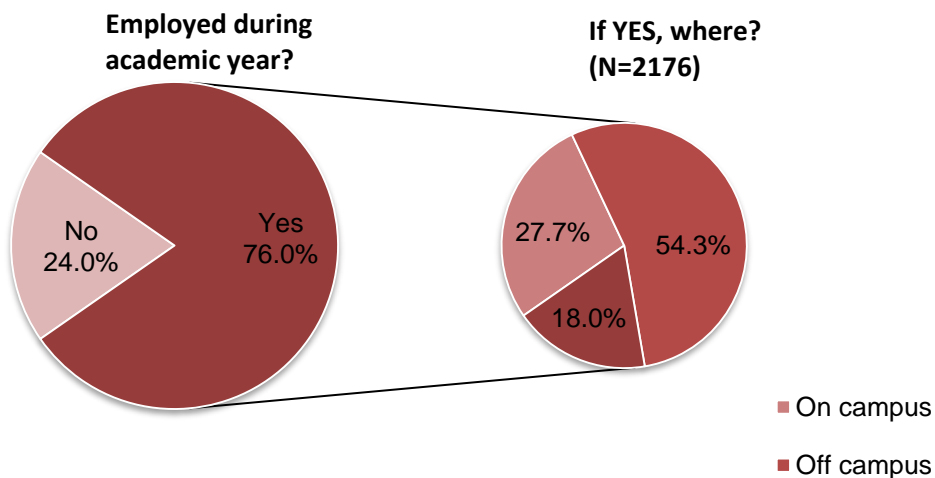
Figure 8: Received Job Offer from Work/Career-Related Experience (N=2,086)



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

Three-fourths of respondents (76.0%) indicated that they were employed during their senior year. Of those who were employed, over half (54.3%) were employed only off campus, with 27.6 percent employed only on campus, and 18.0 percent working both on and off campus.

Figure 9: Employment in Past Year



Students working *off campus* were much more likely than those working *on campus* to work more than 20 hours per week (27.0% vs. 7.3% respectively). Regardless of whether the student worked on or off campus, about one-thirds said their job was directly related to their academic major (34.0% and 32.2%, respectively).

Figure 10: Number of Hours Worked

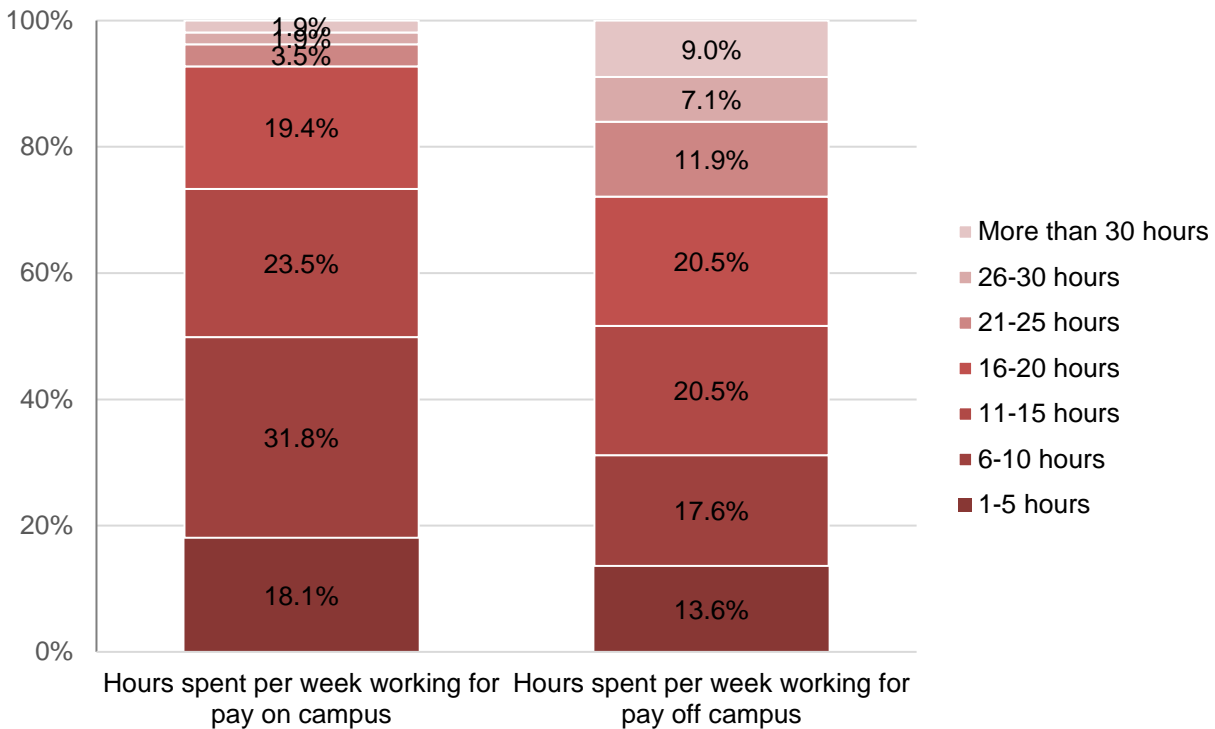
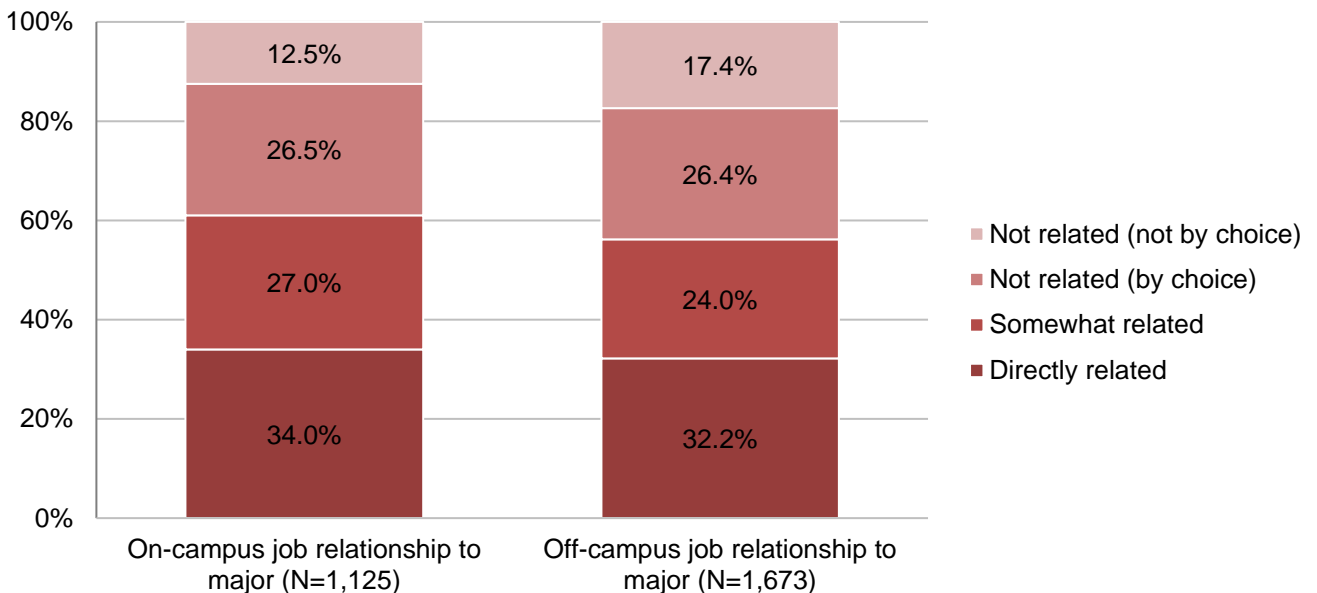


Figure 11: Job Relation to Academic Major



International Experiences (Table 32)

Close to one-fourth of graduating seniors report having had an international experience through NC State, such as a study abroad, a service trip, internship, or research project

(22.9%). Twenty percent had participated in a study abroad, most commonly during the summer or for a short term (15%). Less than ten percent had done an international study abroad for a semester or longer (7.5%). Very few students get international experience through internships, research projects, or student teaching.

Table 32: International Experiences through NC State

	%	N
Study abroad for a summer or short term	15.0%	435
Study abroad for one semester or longer	7.5%	219
<i>Study abroad (any length of time)</i>	19.9%	628
International service trip organized by NC State (e.g., CSLEPS, Office of International Services)	2.8%	80
International internship	1.6%	47
Research project outside of the U.S.	1.0%	30
Student teaching outside of the U.S.	0.3%	9
<i>Any international experience</i>	22.9%	723

Campus Involvement (Table 33)

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* (40.9%). The next most commonly mentioned group or program was *intramural/recreational sports/club teams* (31.0%), followed by *social fraternity/sorority* (16.5%), *religious groups* (14.8%), *service organizations* (13.1%), and the *University Scholars Program* (11.3%).

Table 33: Extracurricular Involvement at NC State*

	%	N
Academic scholarship program (Caldwell, Park, Goodnight etc.)	3.8%	110
GLBT Community Alliance	3.5%	103
Inter-Residence Council, Hall/Area Council, National Residence Hall Honorary, Living-Learning Village Council	5.8%	170
Intramural/Recreational sports, club teams	31.0%	901
Minority student organizations	7.9%	229
Organizations/clubs related to major	40.9%	1,189
Political/Issue groups	4.5%	130
Religious organizations	14.8%	430
ROTC	1.9%	54
Service organizations	13.1%	380
Social fraternity/sorority	16.5%	481
Student Government	2.3%	66
Student Media/Publications	3.4%	98
Union Activities Board organizations	2.0%	57
University Honors Program	5.8%	170
University Scholars Program	11.3%	328
Varsity athletic teams	3.1%	90
Visual/performing arts/music organizations	6.2%	180

*Respondents could select multiple programs/organizations

Community Service Experiences (Table 34; 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 *NC State club or organization* (49.5%), or *the University* (40.4%), and through an. Of those who had a community service experience, close to 80 percent said the experience contributed “very much” (37.7%) or “somewhat” (41.8%) to their personal and professional growth.

Table 34: Participation in Community Service Over the Past Two Years, By Sponsor*

	%	N
The University (e.g., Blood Drive, Packapalooza, etc.)	40.4%	1,176
An NC State Club or organization	49.5%	1,440
Greek Life or frat/sorority	19.0%	554
An NC State program (e.g., Honors Program, Scholars Program)	15.7%	457
An NC State academic college, department or course	25.6%	744
A non-academic center, unit, etc. at NC State (e.g., CSLEPS, GLBT Center, Multicultural Student Affairs, etc.)	11.5%	335
Don't remember who sponsored it	13.9%	405

**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 = 2,040)