

North Carolina State University

2021-2022 Graduating Senior Survey:

All Respondents

Introduction

This report presents findings from the 2021-2022 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 "[2021-2022 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 [2021-2022 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 to *prepare for a career* (66.4%), followed by to *prepare for graduate or professional school* (29.5%).

More than three-fourths of all respondents said they "fully accomplished" their primary goal (79.8%); less than 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*, 83.2 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 (72.8%).

Table 1: Goals and Objectives at NC State

What is your primary goal/objective for attending NC State	Assuming you graduate this year, to what extent have you accomplished your primary goal/objective			Total	N
	Fully accomplished	Partially accomplished	Not accomplished		
Prep. for a career	83.2%	16.4%	0.4%	66.4%	1,931
Prep. for grad/prof school	72.8%	26.8%	0.4%	29.5%	857
Prep. for career change	72.3%	27.7%	.	1.6%	47
Improve for current profession	70.0%	26.7%	3.3%	1.0%	30
Courses for personal interest	55.6%	44.4%	.	0.3%	9
Other	84.4%	15.6%	.	1.1%	32
Total	79.8%	19.8%	0.4%	100.0%	2,906

Time to Graduate (Table 2)

Over one quarter of respondents reported that it took them longer than four years (i.e., eight consecutive semesters) to graduate (27.6%). 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* (34.0%). The next most common reasons, cited by approximately one-in-five respondents, were that students were slowed by *taking a lighter course load* (22.0%) or *lost credits when transferred* (20.9%). Additionally, nearly one-in-six respondents said it was because they *took a semester or more off for personal reasons* (16.5%); *hours spent working* (15.8%); having a *co-op, internship, practicum, or student teaching* (15.7%); or was due to *not being able to get the classes needed in time* (14.9%).

Table 2: Reasons for Taking More than Four Years to Graduate (Among those taking more than four years; n=804)*

	%	N
Wanted/advised to take lighter course load	22.0%	177
Could not get classes needed	14.9%	120
Lost credits when transferred	20.9%	168
Changed majors	34.0%	273
Graduating with more than one major	9.6%	77
Study abroad	4.6%	37
Co-op/intern/practicum/student teaching/etc.	15.7%	126
Hours spent working	15.8%	127
Financial reasons	10.8%	87
Part-time for personal reasons (e.g., medical, family, etc.)	10.9%	88
Took semester or more off for personal reasons	16.5%	133
Other reasons	23.8%	191

* Respondents could select multiple reasons

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

One-fourth of respondents (25.6%) reported that they had considered withdrawing or transferring from NC State before graduation, with 10 percent either “seriously” considering leaving (8.6%) or actually leaving and then returning (1.5%). 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* (37.2%), *personal matters* (e.g., medical, roommate problems, personal relationships, etc.) (23.3%), *health issues* (23.0%), issues related to *campus life* (18.4%), and the *covid-19 pandemic* (17.8%) for doing so. Around ten percent of those who had considered leaving or who had left and returned said they did so because of *preference for another institution* (12.8%) or *financial reasons* (9.9%). The proportions of respondents who say they considered leaving due to *curriculum/program* or *personal matters* are notably lower than in 2019, while the proportions who say they considered leaving due to *campus life* or *preference for another institution* have increased. Unsurprisingly, the *covid-19 pandemic* also emerged as a relatively common reason students considered leaving NC State.

Figure 1: Ever Consider Withdrawal or Transfer from NC State? (N=2,917)

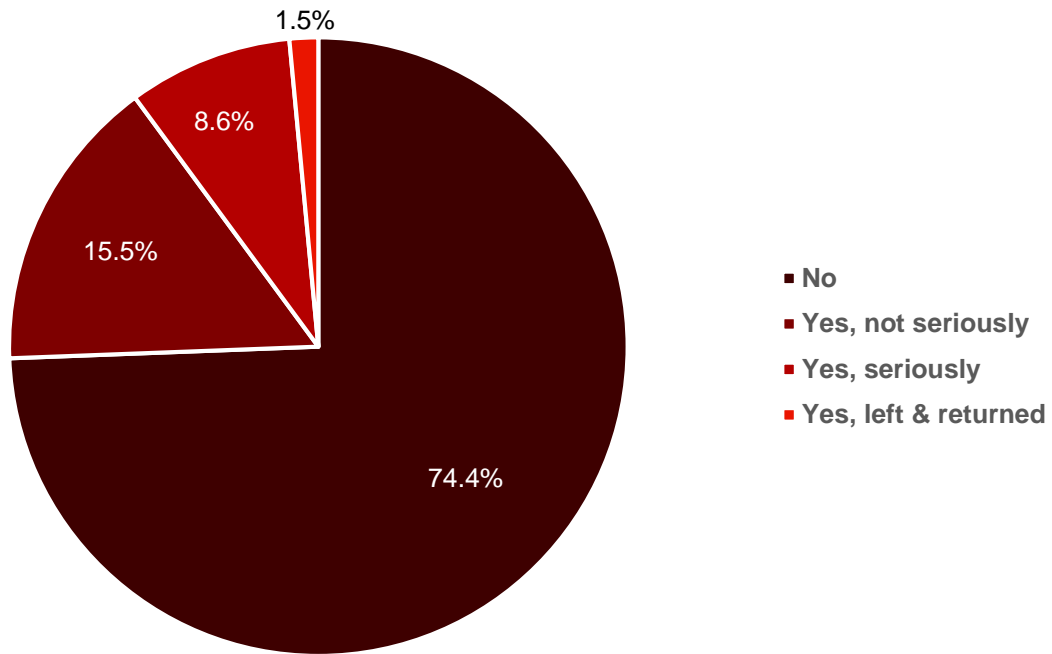


Table 3: Reasons for Considering Leaving NC State (N=635)*

	%	N
Curriculum	37.2%	236
Personal Matters	23.3%	148
Health Issues	23.0%	146
Campus Life	18.4%	117
Covid-19 Pandemic	17.8%	113
Preference for Another Institution	12.8%	81
Financial Concerns	9.9%	63
Class Environment	7.4%	47
Poor Academic Performance	7.1%	45
Poor Advising	6.8%	43
Location	5.7%	36
Diversity Issues	3.3%	21
Non-academic Opportunity	0.2%	1
Survey	0.0%	0

**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) (38.9%), *personal reasons* (35.3%) such as the accomplishment of a personal goal, and that they were *close to graduating* (30.4%). Other common reasons for staying included *hassle of leaving* (15.7%), *campus life* (14.5%), and *financial reasons* (13.4%).

Table 4: Reasons for Staying at or Returning to NC State (N=612)*

	%	N
NC State / Program at NC State	38.9%	238
Personal Reasons	35.3%	216
Close to Graduating	30.4%	186
Hassle	15.7%	96
Campus Life	14.5%	89
Financial Reasons	13.4%	82
Non-Academic Opportunity	6.0%	37
Character	5.6%	34
Advising	5.4%	33
Covid-19 Pandemic	5.1%	31
Class Environment	4.9%	30
Health	3.1%	19
Preference for Another Institution	0.5%	3

*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 two-thirds of respondents said they planned to work full-time after getting their degree (63.6%), and about one-fourth said their primary plan was to attend graduate or professional school (26.5%).

Table 5: Plans Following Graduation (N=2,910)

Plans Following Graduation	%	N
Full-time employment	63.6%	1,852
Graduate/Professional school	26.5%	770
Military	1.1%	33
Volunteer activity	0.7%	20
Starting/raising a family	0.5%	14
Don't know	5.1%	147
Other	2.5%	74

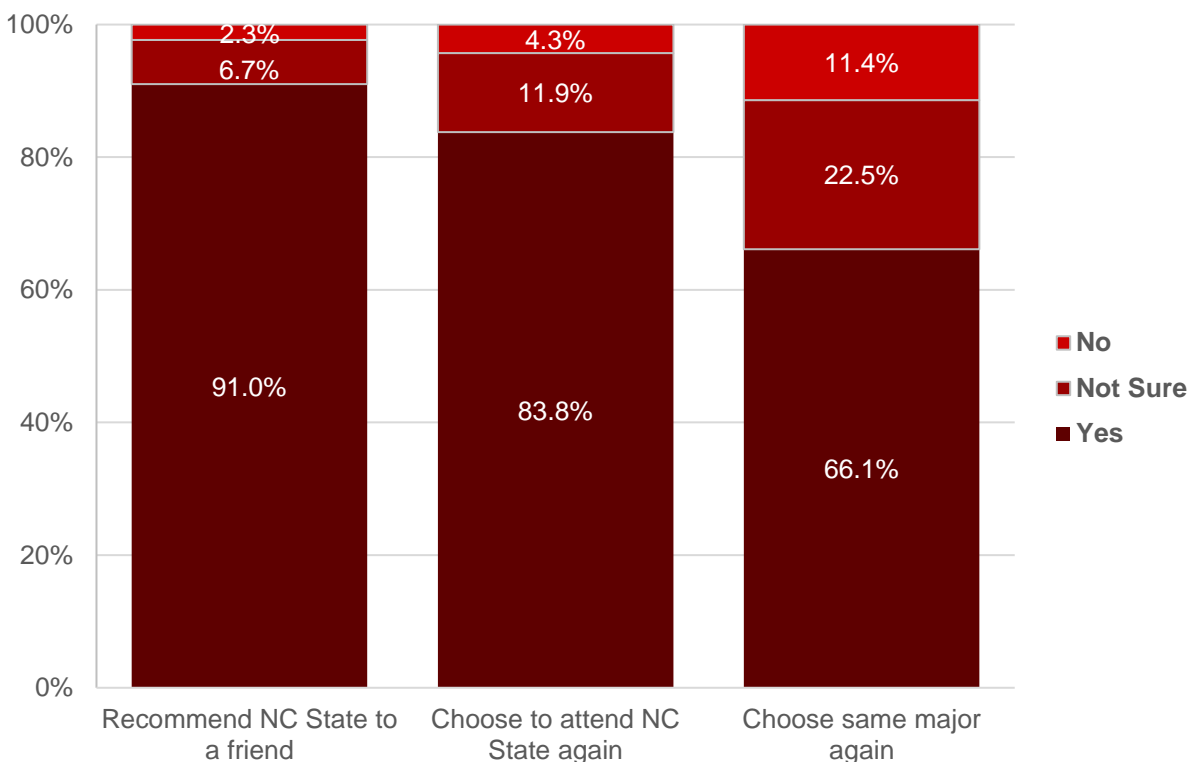
Academic Environment and Faculty Contributions

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. Ninety percent (91.0%) said they *would recommend NC State to a friend* and over 80 percent (83.8%) said they *would choose NC State again if starting over*. Although two-thirds of respondents (66.1%) said they *would choose the same major again*, some uncertainty existed among graduating seniors, with over one-fifth of respondents saying they were “not sure” if they would choose the same major (22.5%). Roughly 10 percent, however, said they would definitely not choose their same major again (11.4%).

Figure 2: Overall Satisfaction



Ratings for NC State’s academic environment were overwhelmingly positive. Ninety-five percent of respondents rated the *overall education they received* as “excellent” (55.2%) or “good” (39.9%). Similarly, graduating seniors gave high ratings to the *quality of instruction in their majors*, with 59.9 percent rating it “excellent” and 32.5 percent rating it “good.” Eighty percent of respondents gave positive ratings to the *quality of instruction outside their major*, but they were less likely to rate it “excellent” (32.3%) than “good” (48.8%). Finally, about 95 percent of respondents felt the *learning environment on campus* was “very strong” (45.7%) or “strong” (50.5%).

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	59.9%	32.5%	6.4%	1.2%	2,890
Quality of instruction in classes outside of your major	3.1	32.3%	48.8%	16.6%	2.3%	2,883
Overall education received at NC State	3.5	55.2%	39.9%	4.4%	0.6%	2,896

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	3.4	45.7%	50.5%	3.5%	0.3%	2,904

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 40 percent saying they are “very satisfied” with instruction in their major overall (41.0%) and almost half saying they are “satisfied” (48.0%). In addition, at least 70 percent of respondents reported being “very satisfied” or “satisfied” with seven of the eight specific aspects of instruction asked about.

Respondents were most likely to be “very satisfied” with *how carefully instructors explain the expectations of student performance in the course* (38.0%), *how effectively instructors use instructional technology in teaching and learning activities* (38.0%), *the extent to which instructors encourage class discussion* (36.3%), and *their ability to motivate me to do my best* (35.2%). Respondents indicated lower levels of satisfaction with instructors’ *consideration of different learning styles*, with ten percent indicating they were “dissatisfied” (8.7%) or “very dissatisfied” (1.7%). In addition, close to 10 percent were “dissatisfied” (7.6%) or “very dissatisfied” (1.3%) with *how quickly they provide feedback on my work*.

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	4.2	35.2%	50.5%	10.7%	3.1%	0.5%	3,211
How carefully they explain the expectations of student performance in the course	4.2	38.0%	51.7%	7.8%	2.2%	0.3%	3,206
How well they explain course material	4.1	32.8%	53.1%	10.7%	2.9%	0.5%	3,203
The extent to which they encourage class discussion	4.1	36.3%	43.9%	15.4%	3.9%	0.5%	3,201
How effectively they use instructional technology in teaching and learning activities	4.2	38.0%	47.6%	11.5%	2.4%	0.5%	3,200
How quickly they provide feedback on my work	3.9	22.6%	50.0%	18.4%	7.6%	1.3%	3,204
Helpfulness of their feedback on my work	4.0	30.3%	47.5%	15.9%	5.5%	0.8%	3,203
The extent to which they consider different learning styles in my major	3.8	28.4%	39.2%	22.0%	8.7%	1.7%	3,204
Overall satisfaction with instructors in my major	4.3	41.0%	48.0%	8.1%	2.4%	0.5%	3,203

Faculty-Student Mentoring (Tables 9a and 9b)

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* (39.2%), followed by *regular meetings with faculty to get professional guidance/support* (31.6%). While less widespread, about one-fifth of students reported having *worked on a research, scholarly, or creative project with a faculty member outside of course or program requirements* (21.7%). Respondents were least likely to have *worked on an extension/public service project with a faculty member outside of course or program requirements* (7.1%). Notably, each of these figures is lower than they were in 2019 when the full Graduating Senior Survey was last administered, indicating the impact of the Covid-19 pandemic on opportunities for students to engage in mentoring experiences with faculty. Participation in each of these activities decreased by an average of approximately five percentage points.

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 were *worked with a faculty member on campus activities* (47.0%), *regularly met with a faculty member who provided academic guidance* (45.6%), and *worked on an extension or public service project with faculty member outside of course requirements* (44.4%). About 20 percent of those having this latter mentoring experience said it contributed “a little” (14.2%) or “not at all” (5.3%) to their growth. In contrast to the participation in faculty-student mentoring experience, respondents’ perceptions of the contribution of such experiences to their growth remained as indicated by their responses “a great deal” and “some” remained relatively consistent between 2018-2019 and 2021-2022.

Table 9a: Faculty-Student Mentoring Experience

	%	N
Worked on an independent study project with a faculty member	14.9%	481
Worked on a research/scholarly/creative project with a faculty member outside of course or program requirements	21.7%	700
Worked on an extension or public service project with a faculty member outside of course or program requirements	7.1%	229
Assisted in teaching a class or lab under the guidance of a faculty member	11.8%	380
Regularly met with a faculty member who provided academic guidance (e.g., assistance with coursework, course selection)	39.2%	1,262
Regularly met with a faculty member who provided professional guidance and/or support (e.g., career goals, employment opportunities, letters of support)	31.6%	1,018
Regularly met with a faculty member who provided guidance on non-academic issues/responsibilities (e.g., work, family, physical well-being)	12.7%	408
Worked with faculty member on campus activities (e.g., committees, Faculty/Scholar in Residence, student life activities)	15.1%	485

Table 9b: Mentoring Experience Contribution to Growth

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
Worked on an independent study project with a faculty member	3.4	56.1%	30.8%	9.6%	3.6%	471
Worked on a research/scholarly/creative project with faculty member outside of course or program requirements	3.4	59.1%	28.6%	8.9%	3.5%	689
Worked on an extension or public service project with faculty member outside of course or program requirements	3.2	44.4%	36.0%	14.2%	5.3%	225
Assisted in teaching a class or lab under the guidance of a faculty member	3.5	57.8%	34.0%	6.4%	1.9%	374
Regularly met with a faculty member who provided academic guidance (e.g., assistance with coursework, course selection)	3.3	45.6%	41.5%	11.5%	1.4%	1,248
Regularly met with a faculty member who provided professional guidance and/or support (e.g., career goals, employment opportunities, letters of support)	3.4	54.2%	34.4%	10.4%	1.0%	1,007
Regularly met with a faculty member who provided guidance on non-academic issues/responsibilities (e.g., work, family, physical well-being)	3.4	54.8%	30.3%	14.0%	1.0%	400
Worked with a faculty member on campus activities (e.g., committees, Faculty/Scholar in Residence, student life activities)	3.3	47.0%	36.4%	15.2%	1.5%	481

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 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 *library services overall* (46.6%), followed by *access to online library resources* (45.9%). Respondents were most likely to be “dissatisfied” or “very dissatisfied” with academic advisors *helping think about co-ops, internships, and other career-related employment to gain work-related experience during my final two years as*

an undergraduate (19.3%) and academic advisors helping me think about post-graduation employment options (19.1%).

Academic Advising: When asked about access to academic advising during their time at NC State, over 80 percent of respondents said they “strongly agree” (38.3%) or “agree” (45.8%) that they had access to academic advising services that enabled them to make progress towards degree completion. About six percent said they “disagree” (4.6%) or “strongly disagree” (1.3%) that they had adequate access to academic advising services.

Approximately seventy percent of respondents were either “very satisfied” (33.2%) or “satisfied” (36.1%) with their *overall academic advising experience*. Forty percent reported being “very satisfied” with their advisors *helping me understand degree requirements and course sequencing* (40.1%). About one-third said they were “very satisfied” with their advisor *helping me to be aware of and understand relevant campus policies and procedures* (35.4%) and with their *advisor spending sufficient time with me* (33.7%). On the other hand, almost one-fifth of respondents expressed dissatisfaction with advisors’ support regarding career-related options, reporting being either “dissatisfied” or “very dissatisfied” with their *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* (19.3%), their *advisor helping me think about post-graduation employment options* (19.1%), and their *advisor helping me understand and develop a clear path to achieve my career goals* (18.4%).

Figure 3: I had Access to Academic Advising Services that Enabled me to Successfully Progress Toward Degree Completion (N=3,150)

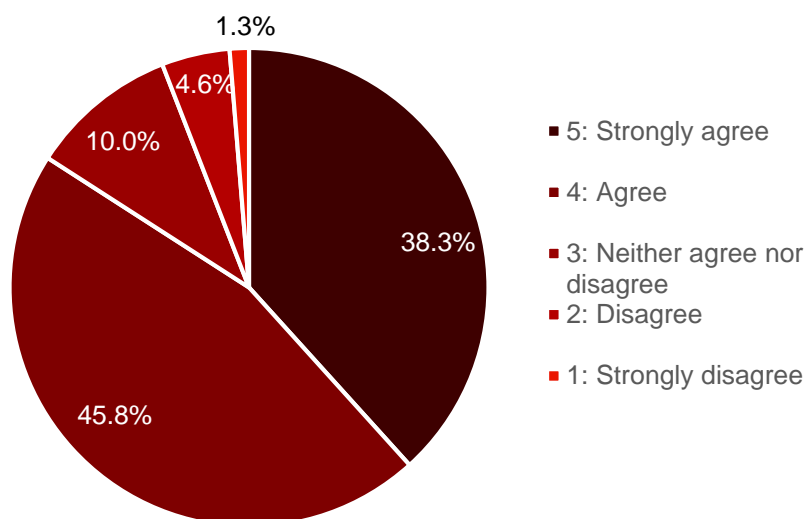


Table 10: Satisfaction with Academic Advising

	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	3.8	33.7%	35.0%	17.5%	10.2%	3.6%	3,074
Advisor helping me understand degree requirements and course sequencing	4.0	40.1%	35.5%	12.8%	7.8%	3.7%	3,079
Advisor helping me to be aware of and understand relevant campus policies and procedures	3.9	35.4%	35.9%	18.9%	6.4%	3.4%	3,038
Advisor helping me think about post-graduation education options (e.g., graduate school)	3.6	26.9%	28.9%	27.1%	11.5%	5.6%	2,958
Advisor helping me think about post-graduation employment options	3.5	24.8%	27.6%	28.5%	12.7%	6.4%	2,939
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	22.5%	28.0%	30.2%	13.7%	5.6%	2,913
Advisor helping me understand and develop a clear path to achieve my career goals	3.5	23.9%	28.9%	28.8%	12.7%	5.7%	2,947
Advisor providing me with information about whom to contact with non-academic problems or concerns	3.7	26.2%	32.4%	28.3%	8.7%	4.4%	2,873
Academic advising overall	3.8	33.2%	36.1%	16.9%	9.3%	4.5%	3,065

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 eight specific aspects of library services asked about, and over 90 percent reported satisfaction with library services overall (91.0%). Respondents were most likely to be “very satisfied” with the library’s *services overall* (46.6%), followed by *access to online library resources* (45.9%), *hours of operation* (44.9%), and *access to technology and technical assistance* (43.1%). While still overwhelmingly satisfied with such services, they were most likely to

be “dissatisfied” or “very dissatisfied” with *space for group work* (4.9%) and *space for individual work* (4.2%).

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	4.2	39.8%	44.9%	14.5%	0.8%	0.1%	933
Space for individual student work	4.2	42.1%	44.9%	8.9%	3.5%	0.7%	981
Space for group work	4.2	39.3%	45.9%	9.9%	4.7%	0.2%	974
Effectiveness of library training and workshops	4.0	31.5%	38.6%	28.9%	1.0%	0.0%	775
Access to online library resources	4.3	45.9%	43.0%	10.6%	0.6%	0.0%	966
Hours of operation	4.3	44.9%	43.0%	9.9%	2.1%	0.0%	977
Effectiveness of library resources and services in improving my learning experiences	4.3	39.9%	47.3%	12.1%	0.4%	0.2%	947
Access to technology and technical assistance	4.3	43.1%	45.2%	10.6%	0.8%	0.2%	953
Library services overall	4.4	46.6%	44.4%	8.8%	0.2%	0.0%	990

Information Technology Services: Nearly eighty-five percent of GSS respondents were either “very satisfied” (29.8%) or “satisfied” (54.4%) with IT services 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 *availability of wireless access on campus* (35.1%) followed by *availability of software to meet my needs* (34.4%). Interestingly, respondents were also most likely to be dissatisfied with the *availability of wireless access on campus* (6.7%). Fewer than four percent of respondents were dissatisfied with any other 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	25.3%	45.4%	26.8%	2.0%	0.6%	811
Assistance from the Help Desk and Walk-in Center in solving my technology problems	4.1	32.8%	43.3%	22.1%	1.5%	0.3%	787
Availability of equipment to meet my needs	4.1	32.0%	49.1%	17.8%	0.8%	0.2%	837
Availability of software to meet my needs	4.1	34.4%	45.5%	17.1%	2.6%	0.3%	868
Availability of wireless access on campus	4.1	35.1%	43.7%	14.5%	5.6%	1.1%	936
Online course management system(s) in classes (e.g., Moodle)	4.3	29.4%	49.9%	12.9%	3.2%	0.7%	1,005
Effectiveness of information technology in improving my learning experiences	4.1	28.2%	52.3%	17.3%	2.0%	0.2%	919
Access to information and resources to help keep my personal data and device secure	4.1	29.5%	49.8%	18.2%	2.1%	0.4%	923
Information technology services overall	4.1	29.8%	54.4%	14.4%	1.4%	0.0%	944

Career Services: Over 70 percent of respondents indicated being “very satisfied” (28.0%) or “satisfied” (43.7%) with career services overall. Between about one-fourth and 30 percent were “very satisfied” with each of the seven specific aspects of career services asked about. Respondents were slightly more likely to be “very satisfied” with *helpfulness of staff* (30.4%) and *access to employment opportunities* (30.1%) than the other areas asked about. 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	30.4%	44.5%	23.2%	1.7%	0.3%	773
Information on co-ops, internships, and other career-related experiences	3.9	29.2%	39.0%	26.2%	5.0%	0.5%	794
Access to employment opportunities (e.g., career fairs, interviews, ePack, job listings)	4.0	30.1%	43.2%	21.8%	3.6%	1.3%	843
Assistance with resume preparation, interviewing skills, job search strategies, salary negotiation, etc.	3.9	29.8%	40.3%	25.8%	3.1%	0.9%	766
Availability of career resources online (e.g., ePack, video tutorials, career assessments)	4.0	28.7%	43.4%	24.5%	2.6%	0.7%	808
Information on what employers look for (e.g., Career Readiness Competencies: leadership, teamwork, written/oral communication)	3.9	27.3%	41.5%	27.7%	2.9%	0.5%	783
Assistance with determining career goals, exploring careers, and making career decisions	3.9	26.3%	39.7%	28.8%	3.9%	1.3%	775
Career services overall	4.0	28.0%	43.7%	24.9%	2.7%	0.7%	830

Knowledge, Skills, and Personal Growth

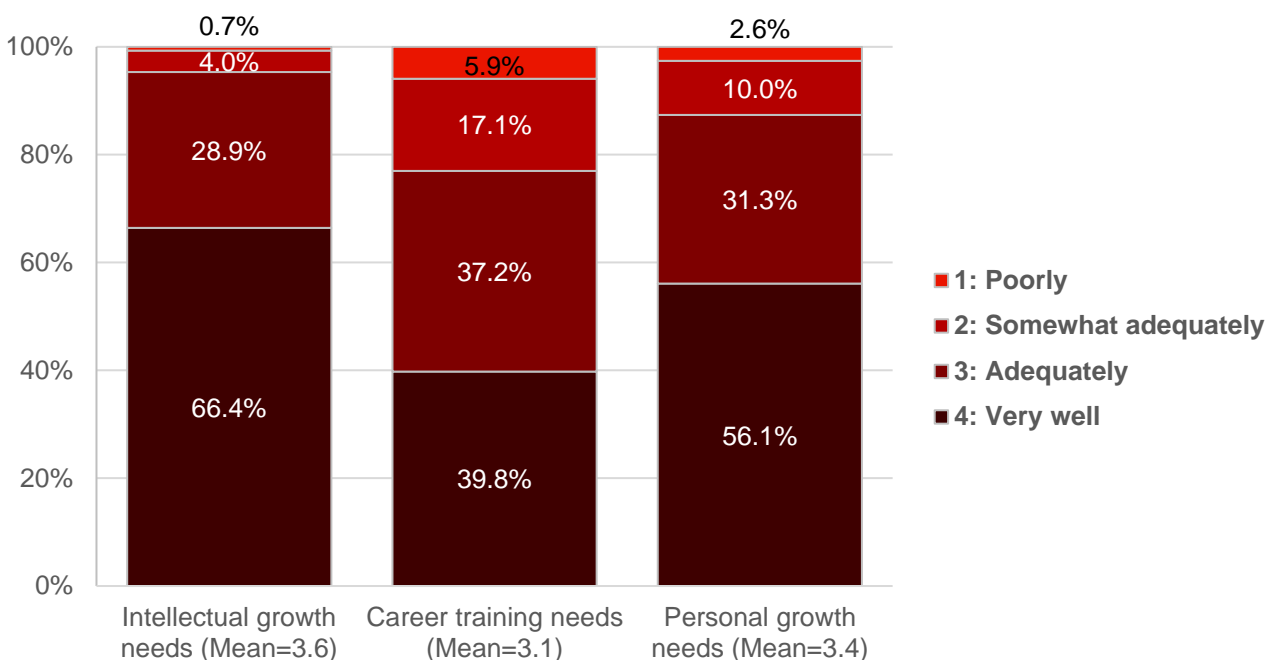
This section of the report focuses on respondents' perceptions of how well NC State has contributed to their academic, professional, and personal development. The 49 individual areas asked about relate to general education, personal development, and world view goals that the University has for undergraduate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

Overall Growth and Training (Figure 4)

The vast majority of respondents reported that NC State 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 two-thirds of respondents (66.4%) saying NC State met their *intellectual growth* needs "very well." A majority also said NC State did "very well" in meeting their *personal growth* needs (56.1%). *Career training* received the lowest ratings, with over 20 percent saying NC

State met their career training needs only “somewhat adequately” (17.1%) or “poorly” (5.9%).

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 21 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 *gathering relevant information or evidence* (67.6%), *applying analytic skills* (65.3%), *their ability to plan and carry out projects independently* (62.9%), and *identifying a problem/concept and articulating its various components* (61.7%).

While still receiving positive ratings by the majority, respondents were most likely to think their education contributed “a little” or “not at all” to the general education goals of *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* (34.0%), *appreciating the humanities* (28.1%), *applying social science methods to understand human behavior* (26.4%), and *keeping my personal data and devices secure* (22.4%).

Table 14: NC State Education’s Contribution to General Education Goals

	Mean Rating	4: Very much	3: Somewhat	2: A little	1: Not at all	Total (N)
Writing effectively across genres for diverse audiences	3.2	42.3%	41.4%	12.7%	3.5%	992
Presenting effectively across genres for diverse audiences	3.3	45.3%	39.0%	12.6%	3.1%	995
Using quantitative, logical and statistical analysis of data as the basis for judgments, drawing insightful conclusions from the data/information	3.5	60.4%	31.5%	7.2%	0.9%	995
Creating and distributing information and knowledge using multiple communication forms, including text, video, graphics etc.	3.4	52.5%	36.2%	9.4%	1.8%	996
Ability to interpret mathematical information (e.g., equations, graphs, diagrams, tables)	3.4	56.7%	30.7%	9.9%	2.7%	994
Applying scientific methods of inquiry	3.4	56.3%	30.3%	11.5%	2.0%	995
Applying analytic skills	3.6	65.3%	27.8%	6.1%	0.8%	997
Using technologies appropriate to my discipline	3.5	60.0%	32.8%	5.4%	1.8%	985
Ability to plan and carry out projects independently	3.5	62.9%	29.8%	6.4%	0.8%	985
Identifying a problem/concept and articulating its various components	3.6	61.7%	32.8%	5.1%	0.4%	985
Gathering relevant information or evidence	3.6	67.6%	27.1%	4.9%	0.4%	984
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	3.5	60.5%	32.1%	6.5%	0.9%	984
Questioning my assumptions and considering differing points of view that conflict with my own	3.5	57.7%	31.8%	8.4%	2.1%	982
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	60.8%	31.7%	6.8%	0.6%	980
Solving real world problems in ways that demonstrate imagination and creativity	3.4	52.2%	34.8%	10.0%	3.0%	962
Reflecting on my work	3.4	56.5%	32.7%	9.1%	1.8%	958
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	39.1%	26.9%	17.8%	16.2%	944
Appreciating the humanities	3.0	42.0%	29.9%	17.2%	10.9%	946
Applying social science methods to understand human behavior	3.1	43.4%	30.2%	17.8%	8.6%	951
Keeping my personal data and devices secure	3.2	47.6%	30.1%	14.5%	7.9%	954
Understanding the need for sustainability as the pursuit if balanced, ethical solutions that are economical viable, environmentally sound, and socially just	3.4	56.4%	28.6%	10.6%	4.4%	955

Personal Development Goals (Table 15)

Respondents gave high ratings to the extent to which NC State contributed to various personal development goals, with well over 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 *seeing projects through to completion* (68.4%), *taking responsibility for my own behavior* (66.9%), *valuing learning as a lifelong process* (63.6%), and *working effectively as part of a team* (63.5%). While still receiving positive ratings by the majority, respondents were most likely to think their education contributed “a little” or “not at all” to the personal development goals of *being involved in public and community affairs* (31.0%), *developing and sustaining an active and healthy lifestyle* (26.4%), and *recovering from emotional setbacks* (22.1%).

Table 15: NC State Education’s Contribution to Personal Development Goals

	Mean Rating	4: Very much	3: Somewhat	2: A little	1: Not at all	Total (N)
Recognizing and acting on ethical principles	3.3	50.3%	34.1%	11.3%	4.4%	957
Developing leadership skills	3.4	53.1%	32.6%	10.8%	3.6%	957
Working effectively as part of a team	3.5	63.5%	28.3%	6.7%	1.5%	956
Being involved in public and community affairs	3.0	39.1%	29.9%	20.5%	10.5%	950
Developing and sustaining an active and healthy lifestyle	3.0	40.0%	33.6%	16.4%	10.0%	956
Experiencing personal growth (e.g., self-discipline, responsibility, self-awareness)	3.5	61.0%	27.5%	9.1%	2.3%	955
Ability to manage ongoing stressors	3.2	47.2%	31.9%	12.8%	8.0%	958
Time management	3.3	52.6%	32.8%	10.8%	3.9%	958
Valuing learning as a lifelong process	3.5	63.6%	26.9%	7.1%	2.4%	950
Taking responsibility for my own behavior	3.6	66.9%	24.4%	6.7%	2.0%	942
Viewing failure as an opportunity to learn	3.4	56.7%	29.6%	9.7%	4.0%	949
Believing more time and effort will lead to increased learning	3.5	60.4%	27.7%	9.4%	2.5%	946
Ability to set and accomplish goals	3.5	61.3%	31.3%	5.9%	1.5%	949
Seeing projects through to completion	3.6	68.4%	25.7%	4.4%	1.5%	950
Expressing my opinions when others disagree	3.3	50.2%	34.1%	10.6%	5.1%	946
Identifying alternatives when faced with setbacks	3.5	57.1%	32.4%	9.0%	1.5%	947
Recovering from emotional setbacks	3.2	47.8%	30.1%	14.3%	7.8%	937

World View Goals (Table 16)

Respondents were generally satisfied with NC State’s contribution to their development of world view goals, with a majority saying NC State contributed very much to each of the eight goals asked about. They were most likely to say their education contributed “very much” to their *ability to work with people from diverse backgrounds* (63.5%) and *understanding and respecting diverse cultures, values, and perspectives* (59.6%). Respondents were most likely to think their education contributed “a little” or “not at all” to the goal of *appreciating differences in sexual orientation* (19.9%).

Table 16: NC State Education’s Contribution to World View Goals

	Mean Rating	4: Very much	3: Somewhat	2: A little	1: Not at all	Total (N)
Understanding issues and problems facing the world	3.3	50.4%	36.1%	9.8%	3.8%	932
Understanding and respecting diverse cultures, values, and perspectives	3.4	59.6%	26.9%	9.8%	3.8%	931
Ability to work with people from diverse backgrounds	3.5	63.5%	27.7%	6.4%	2.5%	929
Sensitivity to issues associated with racial equity	3.4	56.8%	27.0%	11.0%	5.2%	920
Sensitivity to issues associated with gender equity	3.3	52.2%	29.7%	11.7%	6.4%	917
Appreciating differences in sexual orientation	3.2	51.3%	28.7%	11.7%	8.2%	912
Understanding the present as it relates to historical events and processes	3.3	50.2%	33.5%	11.4%	4.9%	924
Understanding the commonality of human problems through a global perspective	3.3	53.5%	29.6%	12.3%	4.6%	918

Non-Academic Services Areas for Students

Respondents were asked to indicate their satisfaction with various non-academic service areas and their satisfaction with the responsiveness of non-academic staff members associated with those services. Ratings range from 1 (“very dissatisfied”) to 5 (“very satisfied”). “No experience to judge” 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 11 percent to almost 50 percent of respondents saying they were “very satisfied” with a particular service, but they were generally positive as the mean rating for each service area is “satisfied” or very close to being satisfied, except for *NC State Transportation: Parking* which is instead approaching a neutral response average. In relation, ratings for

satisfaction with responsiveness of staff associated with a particular service were typically slightly higher than those for the service itself.

More than three-fourths of graduating seniors were either “satisfied” or “very satisfied” with services provided by *Wellness and Recreation* (90.9%), *NC State Bookstores* (80.8%), and *NC State Transportation: Wolfline* (77.6%). Alternatively, respondents were by far most likely to be “dissatisfied” or “very dissatisfied” with services related to *NC State Transportation: Parking* (45.8%). About ten percent of graduating seniors were “dissatisfied” or “very dissatisfied” with services related to *NC State Dining* (12.3%), *University Police Department* (11.3%), and *University Housing and/or Living-Learning Initiatives* (10.2%).

Majorities of respondents are satisfied with the staff associated with each of the service areas asked about. Satisfaction was particularly high for staff associated with *Wellness and Recreation* (88.4% “very satisfied” or “satisfied”), *NC State Bookstores* (85.0%), *NC State Transportation: Wolfline* (82.6%), and *NC State Dining* (81.8%). Fewer than five percent expressed dissatisfaction with the staff associated with ten of the 15 specific areas asked about. For only one service did more than ten percent of respondents say they were “very dissatisfied” or “dissatisfied” with the staff associated with it: *NC State Transportation: Parking* (20.8%).

Satisfaction with responsiveness of staff associated with a particular service was generally rated higher than the service itself. Respondents are especially more likely to be “very satisfied” with the staff than with the services provided in the following areas: *NC State Dining*, *University Housing and/or Living Learning Initiatives*, and *NC State Transportation: Parking*, *Registrar’s Office*, and the *Counseling Center*.

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	3.7	18.0%	41.0%	37.6%	2.4%	0.9%	743
Financial Aid: Application/Award Process	3.8	24.1%	39.8%	27.6%	6.1%	2.5%	842
Financial Aid: Disbursement Process	3.8	26.0%	39.8%	27.9%	4.6%	1.7%	820
NC State Dining	3.7	17.6%	46.5%	23.7%	9.1%	3.2%	871
Student Health Services	3.8	23.6%	48.2%	19.0%	6.5%	2.8%	865
Counseling Center (personal, interpersonal, or psychological)	3.7	24.3%	31.1%	35.8%	5.2%	3.7%	601
Cashier/Student Accounts/Billing Office	3.8	17.8%	45.8%	32.5%	2.8%	1.1%	793
University Housing and/or Living-Learning Initiatives	3.7	17.2%	45.7%	26.8%	7.1%	3.1%	798
NC State Bookstores	4.0	26.4%	54.4%	14.6%	3.6%	1.0%	967
Wellness and Recreation	4.4	49.3%	41.6%	7.6%	0.5%	1.0%	921
NC State Transportation: Wolfline	4.0	29.0%	48.6%	14.6%	5.8%	2.0%	903
NC State Transportation: Parking	2.8	11.2%	24.3%	18.7%	26.2%	19.6%	923
University Police Department	3.7	22.9%	37.4%	28.4%	5.5%	5.8%	673
Academic Success Center (formerly University Tutorial Center)	3.8	24.8%	36.8%	34.2%	2.6%	1.5%	584
Disability Resource Office	3.8	30.0%	23.3%	42.9%	2.7%	1.1%	443

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	3.9	25.2%	42.7%	30.2%	1.8%	0.2%	616
Financial Aid: Application/Award Process	3.9	28.0%	41.7%	28.0%	1.5%	0.9%	672
Financial Aid: Disbursement Process	3.9	27.3%	43.0%	27.6%	1.2%	0.9%	656
NC State Dining	4.1	36.4%	45.4%	15.6%	2.0%	0.6%	850
Student Health Services	4.0	29.9%	46.7%	16.2%	5.0%	2.3%	827
Counseling Center (personal, interpersonal, or psychological)	3.9	32.1%	35.1%	27.9%	3.0%	1.9%	570
Cashier/Student Accounts/Billing Office	3.9	24.7%	41.4%	32.4%	0.9%	0.6%	636
University Housing and/or Living-Learning Initiatives	3.9	26.5%	45.4%	22.6%	4.0%	1.6%	756
NC State Bookstores	4.2	33.4%	51.6%	14.5%	0.3%	0.2%	932
Wellness and Recreation	4.3	42.0%	46.4%	10.8%	0.6%	0.2%	883
NC State Transportation: Wolfline	4.1	33.7%	48.9%	14.5%	2.4%	0.6%	876
NC State Transportation: Parking	3.4	20.3%	31.4%	27.4%	12.0%	8.8%	748
University Police Department	3.8	29.0%	36.4%	25.2%	3.8%	5.6%	610
Academic Success Center (formerly University Tutorial Center)	4.0	30.1%	38.6%	29.3%	1.6%	0.4%	559
Disability Resource Office (formerly Disability Services Office)	3.9	28.8%	32.6%	36.2%	1.4%	0.9%	423

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 under half said they never felt like they had any issues needing such support (47.1%). While over a quarter of respondents said they had had an issue and had asked for help (26.7%), more than one-in-five respondents said they had experienced an issue or crisis, but had not sought out assistance from an NC State office or individual (21.1%).

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 (52.2%).

Fifteen percent, however, said they felt supported only “a little” (11.1%) or “not at all” (4.1%) by the office/individual to whom they reached out to for assistance.

When those student who experienced a non-academic issue or crisis were asked to select from among a list of reasons why they had not sought out 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* (64.3%) or that they *thought they could resolve the issue on their own* (49.8%). However, about two-in-five of those who did not seek assistance said it was because they *didn’t think there was really anything that anyone at NC State could do to help* (44.1%) or because they *were uncomfortable asking for support* (39.9%). Just over one-in-four of those not seeking help said they *didn’t know who to ask* (28.6%).

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)	26.7%	21.1%	47.1%	1,010

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	52.2%	32.6%	11.1%	4.1%	270

Table 21: Reasons Did Not Ask for Support (among those with an issue/crisis but not asking for support; N=213)*

	%	N
Didn't know who to ask	28.6%	61
Was uncomfortable asking for support	39.9%	85
Sought help from someone outside of NC State	31.9%	68
Relied on friends/family for support	64.3%	137
Didn't think there was really anything that anyone at NC State could do to help	44.1%	94
Thought I could resolve the issue/crisis on my own	49.8%	106
Other	4.2%	9

* Respondents could select multiple reasons

Financial Aid (Figures 5 and 6)

Seventy percent of respondents (70.6%) 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” (41.3%) or “moderately satisfied” (48.7%) 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* (47.0%), *advisor staff* (45.8%), and *phone staff* (44.1%) as “excellent.”

Figure 5: Financial Aid Award and Satisfaction (N=996)

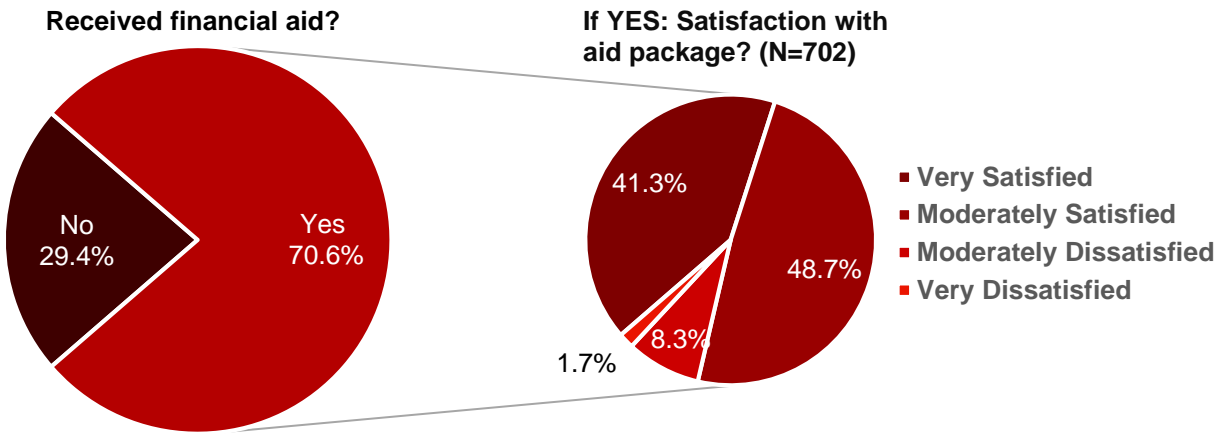
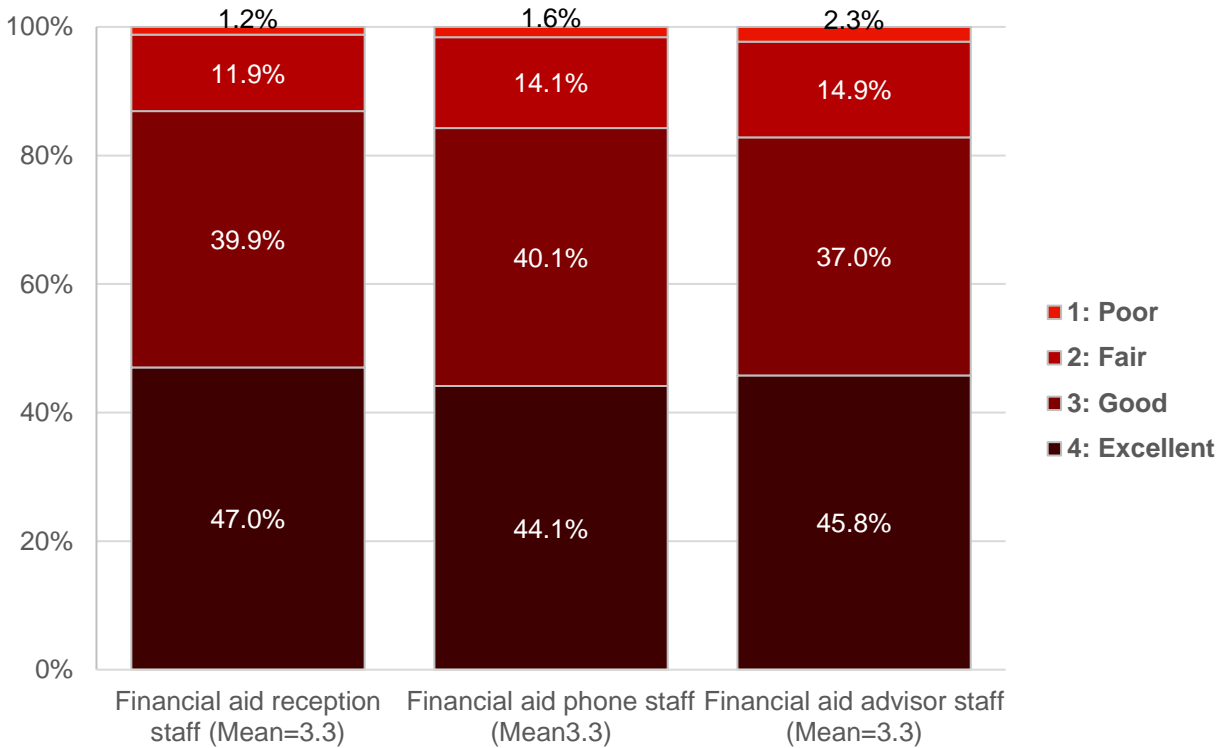


Figure 6: Customer Service Skills of Financial Aid Staff



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” (49.2%) or “somewhat” (43.1%) that *NC State is committed to helping minority students succeed*. Respondents were somewhat less likely to agree that *NC State has visible leadership from the Chancellor and other administrators to foster diversity on campus* (43.5% “agree strongly” and 38.9% “agree somewhat”).

Table 22: Support for Diversity

	Mean Rating	4: Agree strongly	3: Agree somewhat	2: Disagree somewhat	1: Disagree strongly	Total (N)
NC State is committed to helping minority students succeed	3.4	49.2%	43.1%	6.5%	1.2%	953
NC State has visible leadership from administration to foster diversity on campus	3.2	43.5%	38.9%	13.6%	4.0%	949

Students were asked to assess the campus climate towards various groups of students (e.g., LGBTQ+ students, women, racial and ethnic minorities, those with disabilities, and international students). While a minimum of about forty percent of respondents felt the campus climate was “strongly supportive” toward each of the groups asked about, such perceptions varied widely by group. For instance, over 50 percent of respondents believe the campus is “strongly supportive” of *men* (56.5%), and two-in-five respondents say the campus is “strongly supportive” of *students with disabilities* (39.0%), *other racial/ethnic minorities* (39.1%), and *transgender students* (39.9%).

Of the groups asked about, respondents were most likely to believe that the campus climate was “strongly nonsupportive” or “mildly nonsupportive” towards *other racial/ethnic minorities* (9.0%), *students with disabilities* (9.0%), *African Americans* (8.5%), and *transgender students* (7.3%).

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	48.0%	32.7%	16.3%	2.8%	0.2%	953
Men	4.3	56.5%	17.6%	21.5%	3.4%	0.9%	948
African Americans	4.0	42.5%	24.2%	24.8%	7.1%	1.4%	946
Other racial/ethnic minorities	3.9	39.1%	25.7%	26.2%	7.3%	1.7%	942
International students	4.1	43.1%	26.2%	26.2%	4.1%	0.4%	944
Students with disabilities	3.9	39.0%	24.0%	27.9%	6.7%	2.3%	945
Gay, lesbian, and bisexual students	4.1	45.0%	27.0%	24.0%	3.3%	0.6%	944
Transgender students	3.9	39.9%	23.7%	29.1%	5.3%	2.0%	941

Campus Safety (Table 24)

Students were asked how often they had concerns with their personal safety on campus over the past two years. Over eight-in-ten respondents said they “never” (44.9%) or “seldom” (39.1%) 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?	2.6%	13.3%	39.1%	44.9%	997

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)* (79.3%), with almost no one saying it is “not very important” or “not at all important” to have such an experience (3.6%). Majorities also say it is “very important” to them to have a sense of belonging *in their academic college or major* (57.7%) and *with NC State overall* (54.0%). Graduating seniors were least likely to think it was important to feel a sense of belong *in formal organizations* on campus, with nearly one-in-five saying it is “not very” (13.3%) or “not at all important” (5.4%) 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” (69.2%), and least likely to experience a sense of belonging in formal organizations, with over a quarter of respondents saying they do so only “a little” or “not at all” (27.9%).

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” (81.6%, Table 30). 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,” over one-in-ten of them experience it only “a little” or “not at all” (12.2%).

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	54.0%	34.2%	7.5%	4.3%	964
In formal organizations (e.g., student organizations, athletics groups)	3.2	47.7%	33.6%	13.3%	5.4%	963
In your academic college or major	3.5	57.7%	33.8%	5.6%	2.9%	965
In small groups (e.g., with friends)	3.7	79.3%	17.2%	2.1%	1.5%	961

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	3.1	41.7%	36.9%	15.3%	6.1%	960
In formal organizations (e.g., student organizations, athletics groups)	3.0	37.6%	34.6%	13.4%	14.5%	955
In your academic college or major	3.1	41.1%	35.5%	16.1%	7.3%	961
In small groups (e.g., with friends)	3.6	69.2%	22.7%	4.9%	3.2%	961

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	63.9%	27.4%	7.1%	1.5%	100%	518
3: Somewhat important	19.0%	56.6%	21.1%	3.4%	100%	327
2: Not very important	2.8%	31.9%	38.9%	26.4%	100%	72
1: Not at all important	12.2%	7.3%	31.7%	48.8%	100%	41

Table 28: Sense of Belonging with NC State Formal Organizations

Importance of sense of belonging: In formal organizations (e.g., student organizations, athletics groups)	Actually experienced sense of belonging: In formal organizations (e.g., student organizations, athletics groups)				Total	N
	4: A great deal	3: Somewhat	2: A little	1: Not at all		
4: Very important	67.3%	24.2%	5.7%	2.9%	100%	455
3: Somewhat important	13.7%	58.1%	18.0%	10.2%	100%	322
2: Not very important	4.0%	23.4%	30.6%	41.9%	100%	124
1: Not at all important	7.7%	7.7%	11.5%	73.1%	100%	52

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	63.2%	24.5%	8.8%	3.4%	100%	554
3: Somewhat important	11.7%	58.3%	24.5%	5.5%	100%	326
2: Not very important	5.7%	24.5%	32.1%	37.7%	100%	53
1: Not at all important	14.8%	7.4%	29.6%	48.1%	100%	27

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	81.6%	14.1%	3.0%	1.3%	100%	761
3: Somewhat important	22.6%	64.6%	9.1%	3.7%	100%	164
2: Not very important	10.5%	15.8%	36.8%	36.8%	100%	19
1: Not at all important	28.6%	7.1%	14.3%	50.0%	100%	14

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, 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* (47.4%), with just under 10 percent getting course credit for a paid internship experience (8.8%). A notable number also report having had an *unpaid internship* (23.0%). The only other work experiences asked about that more than 10% of respondents participated in were a *practicum* (10.7%) and *student teaching* (13.2%). Despite the Covid-19 pandemic, these figures are generally similar to those found in the AY 2018-2019 Graduating Senior Survey. The one exception is that the proportion of students participating in *paid internships* (47.4%) declined somewhat compared to the pre-pandemic figure (53.6%).

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	4.9%	2.4%	92.8%	2,638
Paid internship	8.8%	38.6%	52.6%	2,840
Unpaid internship	10.8%	12.2%	77.1%	2,680
Practicum	9.7%	1.1%	89.3%	2,614
Student teaching	6.4%	6.8%	86.8%	2,630
Service learning	3.7%	5.5%	90.8%	2,618
Clinicals	0.8%	1.8%	97.3%	2,598

*Respondents could select multiple experiences

Over two-thirds of those who reported having one or more career-related experiences said it contributed “very much” to their personal and professional growth (69.5%), and well over 40 percent (42.1%) 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=2,009)

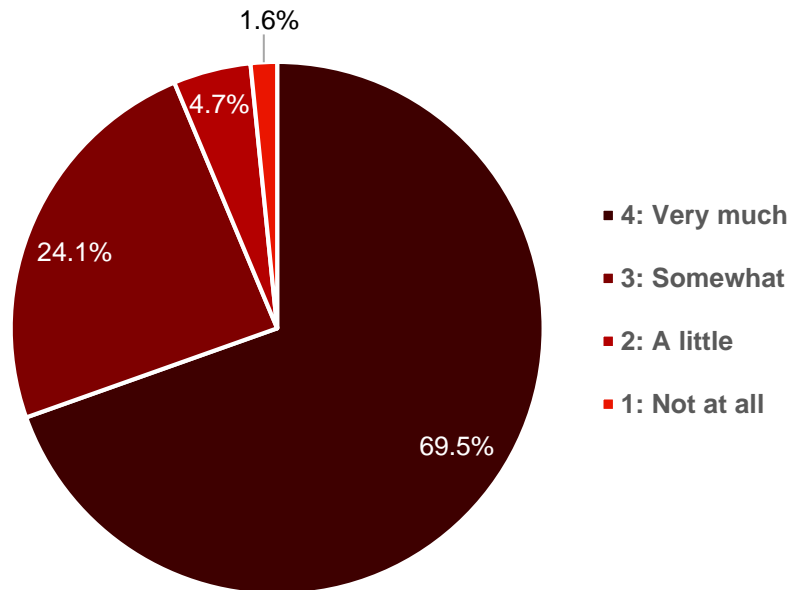
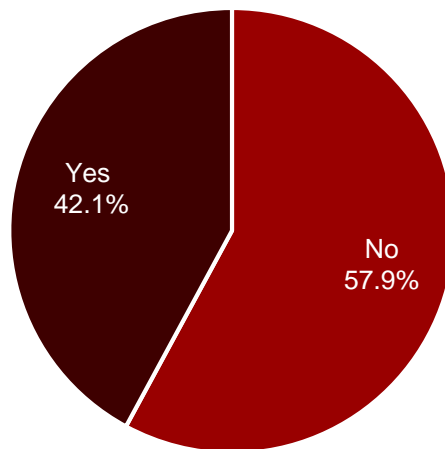


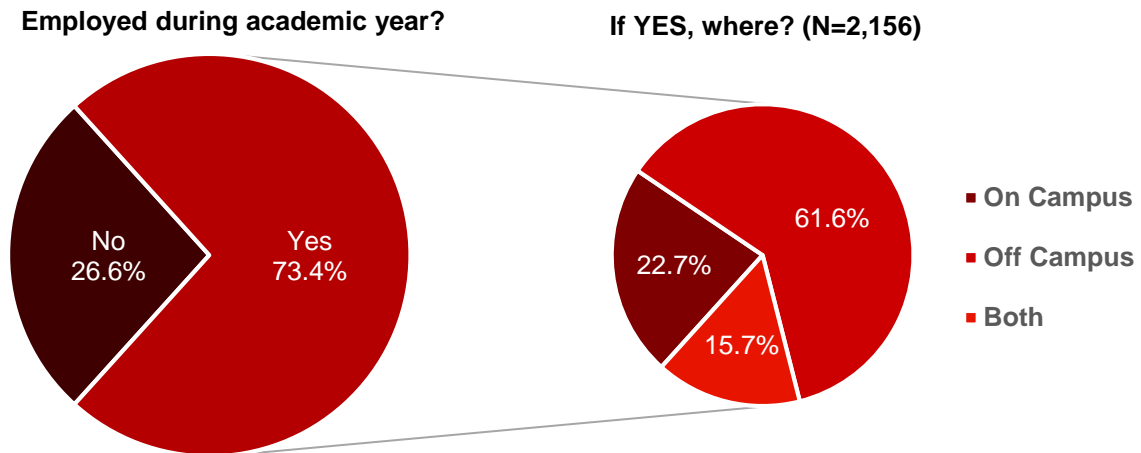
Figure 8: Received Job Offer from Work/Career-Related Experience (N=2,006)



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

Almost three-fourths of respondents (73.4%) indicated that they were employed during the AY 2021-2022 school year. Of those who were employed, the majority (61.6%) were employed only *off campus*, with over one-fifth employed only *on campus* (22.7%), and nearly one-sixth working *both on and off campus* (15.7%).

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 (33.4% vs. 7.4% respectively). Regardless of whether the student worked on or off campus, about one-third of respondents said their job was directly related to their academic major (33.1% and 32.0%, respectively).

Figure 10: Number of Hours Worked (among respondents who had a job)

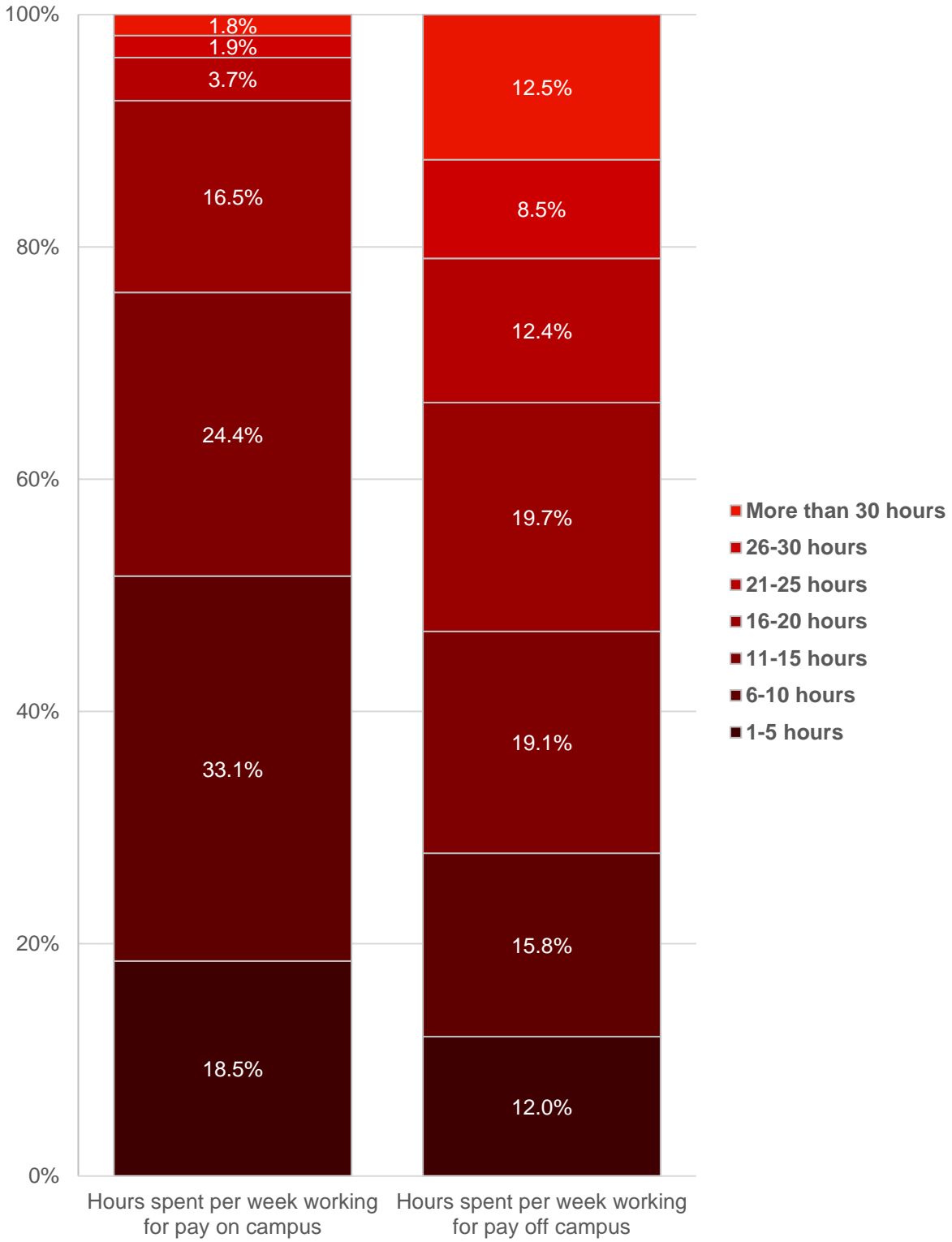
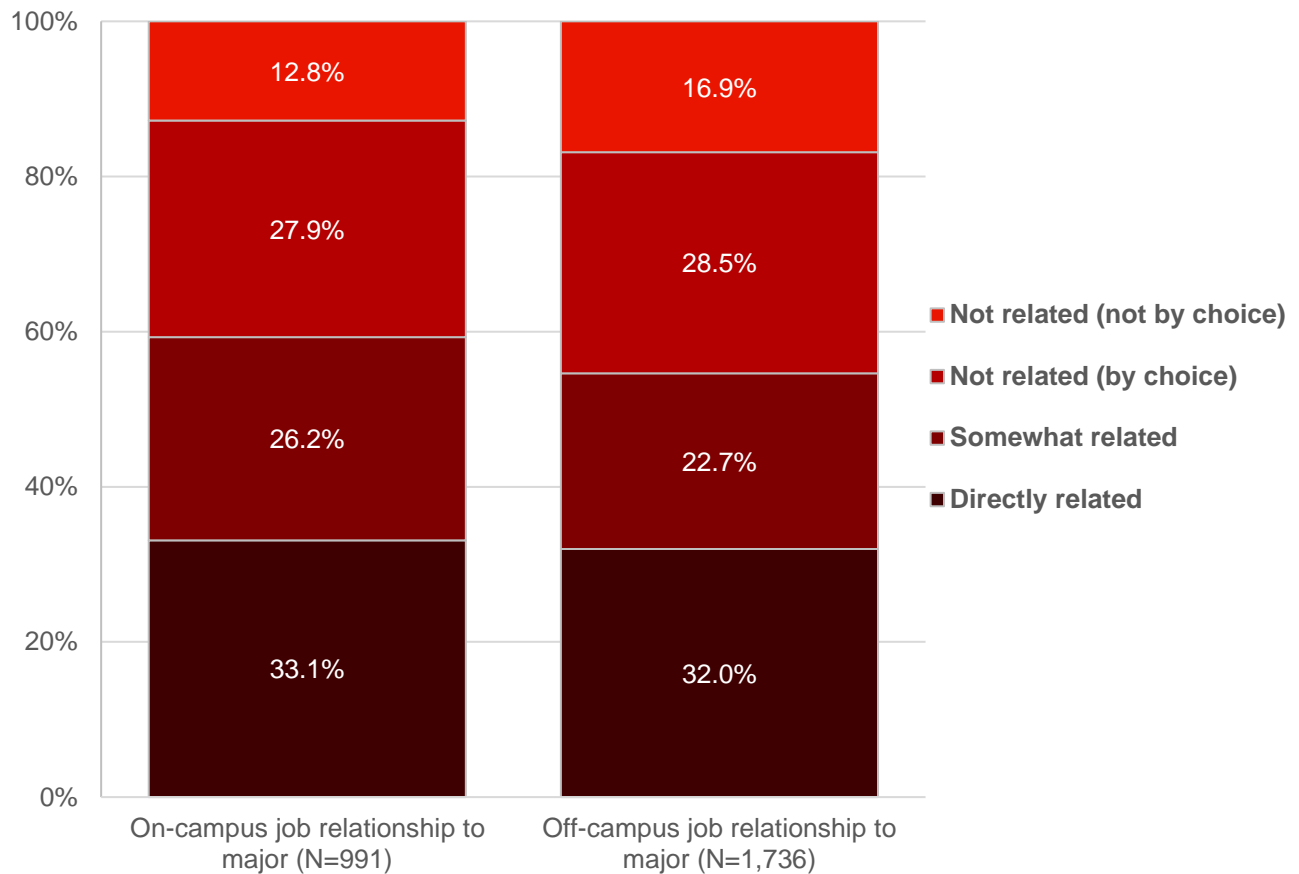


Figure 11: Job Relation to Academic Major



International Experiences (Table 32)

Few graduating seniors report having had an international experience through NC State, such as a study abroad, a service trip, internship, or research project (11.7%). Just four percent of respondents had done an international *study abroad for one semester or longer* (3.6%). Very few students reported having international experience through internships, research projects, or student teaching. While the percentages of respondents participating in other international experiences through NC State remained relatively constant compared to recent years in which the survey was administered, the percentage of respondents who had participated in a study abroad program notably declined compared to that reported in the AY 2018-2019 survey, undoubtedly due to the COVID-19 pandemic. Specifically, the number participating in *study abroad for one semester or longer* (3.6%) is half the percentage it was in the 2018-2019 survey (7.5%) and the percentage of respondents who participated in *study abroad for a summer or short term* (4.8%) is roughly one-third of the percentage it was in the 2018-2019 survey (15.0%).

Table 32: International Experiences through NC State

	%	N
Study abroad for a summer or short term	4.8%	48
Study abroad for one semester or longer	3.6%	36
International service trip organized by NC State (e.g., Leadership and Civic Engagement, Office of International Services)	2.7%	27
International internship	1.1%	11
Research project outside of the U.S.	1.0%	10
Student teaching outside of the U.S.	0.0%	0

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* (28.1%), followed by *social fraternity/sorority* (15.4%), *religious organizations* (12.2%), *University Honors and Scholars Programs* (11.3%), and *service organizations* (11.1%).

Table 33: Extracurricular Involvement at NC State*

	%	N
Academic scholarship program (Caldwell, Park, Goodnight etc.)	4.5%	45
GLBT Community Alliance	2.3%	23
Inter-Residence Council, Hall/Area Council, National Residence Hall Honorary, Living-Learning Village Council	6.1%	61
Intramural/Recreational sports, club teams	28.1%	282
Minority student organizations	7.0%	70
Organizations/clubs related to major	40.9%	410
Political/Issue organizations	3.8%	38
Religious organizations	12.2%	122
ROTC	1.6%	16
Service organizations	11.1%	111
Social fraternity/sorority	15.4%	154
Student Government	1.6%	16
Student Media/Publications	2.2%	22
Union Activities Board organizations	1.3%	13
University Honors and Scholars Program	11.3%	113
Varsity athletic teams	2.5%	25
Visual/performing arts/music organizations	7.6%	76

*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 almost half participating in community service projects or events through an *NC State club or organization* (46.6%) and nearly one-third participating in a community service event lead by *the University* (31.3%). Of those who had a community service experience, 80 percent said the experience contributed “very much” (34.8%) or “somewhat” (46.3%) 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.)	31.3%	314
An NC State Club or organization	46.6%	467
Greek Life or frat/sorority	17.7%	178
An NC State program (e.g., Honors Program, Scholars Program)	12.2%	122
An NC State academic college, department or course	20.3%	204
A non-academic center, unit, etc. at NC State (e.g., Leadership and Civic Engagement, GLBT Center, Multicultural Student Affairs)	9.0%	90
Don't remember who sponsored it	10.7%	107

*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 = 669)

