

North Carolina State University

2024-2025 Graduating Senior Survey:

All Respondents

Introduction

This report summarizes findings from the AY 2024–2025 Graduating Senior Survey (GSS), presenting overall responses to questions across several key areas: student goals and intentions; academic environment and faculty contributions; student services; knowledge, skills, and personal development; belongingness, employment; and extracurricular activities.

For details on the survey's methodology, see *AY 2024–2025 Graduating Senior Survey: Introduction, Methods, and Student Demographic Profile*. College-level results and the full survey instrument, including exact question wording, are available online via the *AY 2024–2025 Graduating Senior Survey: Table of Contents*.

Student Goals and Intentions

Educational Goals (Tables 1-2, Figure 1)

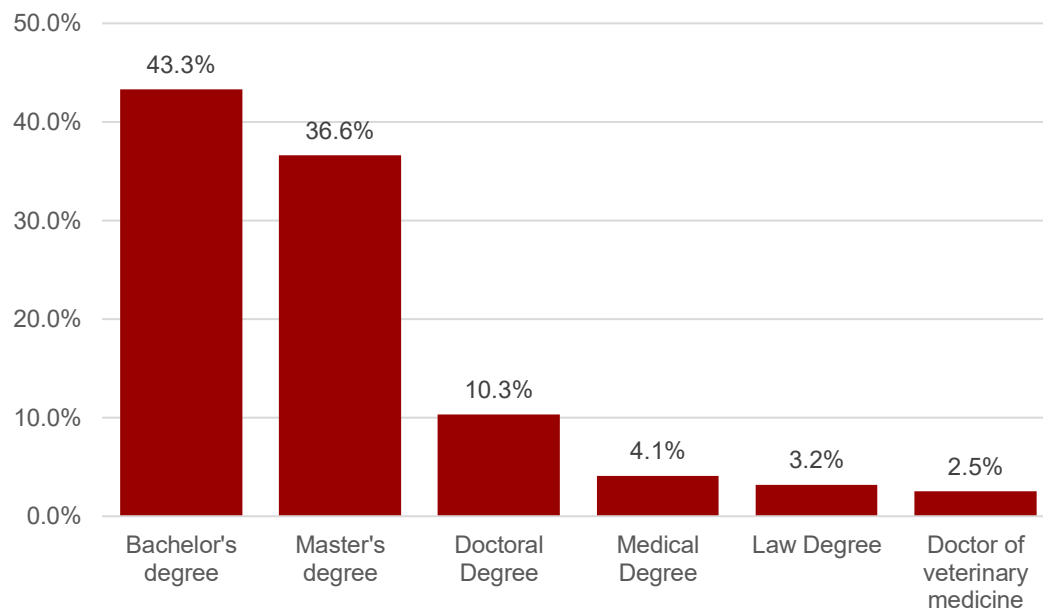
Students were asked to identify their primary goal in attending NC State and to what extent they accomplished that goal. The most common objective was career preparation (65.6%), followed by preparation for graduate or professional school (30.1%).

Overall, over three-fourths of respondents reported they had “fully accomplished” their primary goal (78.3%), while fewer than 1% said they had “not accomplished” it. Among those whose goal was career preparation, 83% reported full accomplishment (82.6%). A slightly smaller proportion of those aiming to prepare for graduate or professional school said they had fully achieved that objective (71.8%).

When asked about their highest intended level of education, most respondents indicated plans to pursue a graduate or professional degree. Over one-third (36.6%) said they intend to earn a master’s degree, and 10% plan to pursue a doctoral degree (10.3%). An additional 10% reported aspirations for a medical degree (4.1%), law degree (3.2%), or doctorate of veterinary medicine (2.5%).

Table 1: Goals and Objectives at NC State

What is your primary goal or objective for attending NC State?	Assuming you graduate this academic year, to what extent will you have accomplished your primary goal or objective for attending NC State?			Total	N
	Fully accomplished	Partially accomplished	Not accomplished		
Prep. for a career	82.6%	16.9%	0.5%	65.6%	1,454
Prep. for grad/prof school	71.8%	27.9%	0.3%	30.1%	666
Prep. for career change	61.8%	38.2%	.	1.5%	34
Improve for current profession	55.0%	37.5%	7.5%	1.8%	40
Courses for personal interest	50.0%	50.0%	.	0.2%	4
Other	58.8%	41.2%	.	0.8%	17
Total	78.3%	21.2%	0.5%	100.0%	2,215

Figure 1: Highest Level of Education Intend to Complete**Post-Graduation Plans (Table 2)**

About 60% of graduating seniors said they plan on starting a full-time job after graduation (59.4%). While 57% of graduating seniors said they plan on eventually pursuing a graduate or professional degree, at the time they completed the survey, which could have been as much as nine months prior to their graduation, 31% said their primary post-graduation plan was to attend graduate or professional school (30.9%).

Table 2: Plans Following Graduation

	%	N
Full-time employment	59.4%	1,324
Graduate/professional school	30.9%	688
Military	1.3%	30
Volunteer activity	0.2%	5
Starting of raising a family	0.4%	8
I don't know	4.8%	108
Other	3.0%	66
Total	100.0%	2,229

Time to Graduate (Table 3)

About one-fourth of respondents (24.7%) reported taking longer than four years (eight consecutive semesters) to graduate. When asked to select reasons for the delay, students identified a wide range of contributing factors. The most commonly cited reasons were *changing majors* (30.8%) and *needing to repeat one or more courses* (29.9%). Roughly one in four also pointed to *academic or personal disruptions related to the COVID-19 pandemic* (25.9%) or to *health issues* (25.8%).

Table 3: Reasons for Taking More than Four Years to Graduate (Among those taking more than four years; n=555)*

	%	N
I changed majors	30.8%	171
I needed to repeat a course(s)	29.9%	166
Academic or personal issues related to the COVID pandemic	25.9%	144
Health issues (i.e., your own physical or mental health)	25.8%	143
I lost credits when I transferred to NC State	18.9%	105
The number of hours I spent working for pay	18.9%	105
I added a minor	17.1%	95
I wanted to/was advised to take a lighter course load	15.9%	88
My participation in a co-op, internship, practicum, student teaching, ROTC, athletics, etc.	15.3%	85
I could not get the courses I needed	14.6%	81
Family issues (e.g., health issues of others, needing to care for others)	13.0%	72
Financial reasons	11.2%	62
I am graduating with more than one major	7.7%	43
My participation in a Study Abroad program	3.2%	18
Other	11.2%	62

* Respondents could select multiple reasons

Withdrawal/Transfer from NC State (Figure 2; Tables 4)

One-fourth of respondents (24.0%), all of whom ultimately graduated, reported that they had considered withdrawing or transferring from NC State before graduation, with 10% either “seriously” considering leaving (8.0%) or actually leaving and then returning (2.4%). Students who had considered leaving or who had left and returned were asked to describe in their own words why they had wanted to leave. Responses from the 431 students offering comment were coded into any number of different themes, listed below in Table 4.

It is important to note that most of those graduating in December 2024 or May 2025 had their undergraduate studies impacted by the COVID-19 pandemic, with classes moved online and the campus depopulated mid-semester in March 2020. On-campus classes resumed in Fall 2020, but within two weeks were transitioned to online only and the campus again depopulated. When on-campus classes resumed in Spring 2021, strict protocols were in place, including surveillance testing, contact tracing, and isolation/quarantine procedures. Protocols continued through the Fall 2021 semester. 10% of those commenting on their reasons for considering or actually leaving NC State specifically cited the COVID-19 pandemic. Even when not specifically mentioned, the pandemic very likely contributed to other reasons mentioned, such as mental health, poor academic performance, sense of belonging, etc.

Most often cited as a reason for considering leaving NC State or for leaving and later returning, were concerns about an academic major. Over one-fourth of the respondents (28%) commented on issues such as being in a major that they found too challenging or not challenging enough, wondering if their major would lead to the correct career path for them, not being able to get into a preferred major, or wanting to study something not available at NC State. Related, 17% of those considering leaving or leaving and later returning said it was due to their poor academic performance. Less frequently mentioned were issues related to specific courses or instructors (9%).

More than one-fourth of those offering comment said that challenges with their mental health, and 6% said problems related to their physical health, had made them consider leaving or leave NC State during their time as an undergraduate. Several of those commenting on their own mental health referenced the number of student deaths, including multiple suicides, that had occurred during their time at the university as being very stressful and concerning.

When reflecting on why they considered leaving the university, a significant number of students (21%) pointed to the campus environment. Their responses painted a picture of loneliness and isolation, a feeling of being disconnected from the larger university community. Many described feeling like just a “number” rather than a valued individual, struggling to make meaningful friendships or find a place where they truly belonged. This perceived lack of community and sense of belonging was a major factor in their consideration of leaving.

Similarly, a large number of students gave more personal reasons for wanting to leave, such being homesick or wanting to be closer to family (16%). This was sometimes intertwined with family issues or a desire to be closer to their support system. 12% of students commented on the lack of a support system at NC State to help them with various different challenges was a reason for wanting to leave.

A sizeable number of those who had considered leaving or left (14%) said it was because they wanted to transfer to another institution to be closer to home, to study something not offered at NC State, for a smaller school, etc. In addition, many of these students said that NC State had not been their first choice of school to attend.

Figure 2: Ever Consider Withdrawal or Transfer from NC State? (N=2,246)

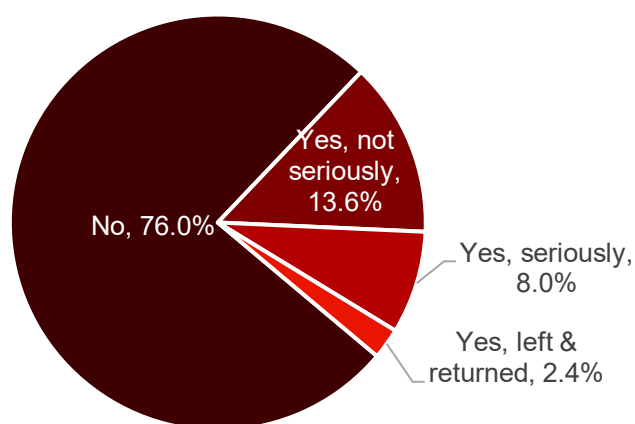


Table 4: Reasons for Considering Leaving NC State* (N=431)

	%	N
Concerns related to academic major	28%	122
Mental health issues	26%	113
Campus environment	21%	89
Academic performance	17%	75
Personal issues, e.g., homesickness	16%	67
Prefer another institution	14%	62
Lack of support	12%	51
Pandemic-related issues	10%	42
Faculty / Instruction	9%	40
Financial concerns	7%	32
Physical health concerns	6%	24
Advising	4%	17
Non-academic opportunity	3%	15
Dissatisfaction with Raleigh	3%	14
Feeling unprepared for college	1%	6
Housing-related issues	1%	5

**Individual comments could be coded into multiple categories*

Reasons for Staying at NC State (Table 5)

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. Responses from the 419 students offering comment were coded into any number of different themes, listed below in Table 4.

Based on the open-ended comments, the primary motivator for students who stayed or returned was the pursuit of a degree. For 22% of respondents, the need to earn a degree for their future career was a powerful driver, often outweighing the issues that had made them consider leaving in the first place. Many of these students (20%) found a path forward by either settling into their current major or switching to a new one. This academic shift was a key factor in their decision to stay. By finding a field of study they were more passionate about or one that better suited their skills, they were able to reconnect with their educational goals and ultimately find success at the university.

Many students found their community on campus to be the primary reason for staying (20%). Whether through Greek life, clubs, or simply a close friend group, these relationships provided a sense of belonging and helped them feel less isolated during difficult times. Students considering leaving also frequently cited personal reasons for staying or returning (11%). The influence of family was a powerful motivator for many. Students often felt an obligation to their parents or were directly encouraged by them to persevere.

Finances also played a role in students' decision to stay or return to NC State and finish their degree (17%). For some, leaving was seen as a waste of their financial investment, while others said it was too costly to attend their other choice of schools. In addition, several students mentioned that their financial situation had improved thanks to scholarships, financial aid, or some other source of funding.

A notable number of those considering leaving stayed because they felt like they were too far along to make any changes (13%) or that trying to transfer would be a challenge and not worth the hassle (15%). Some stayed or returned because plans to transfer to another institution didn't work out (8%).

While many students indicated that the challenges they had been facing had improved (13%), with some saying they felt better supported in dealing with their challenges (5%), students often expressed a deep-seated desire to prove to themselves that they could overcome challenges (14%). This determination was a key factor in pushing through academic and personal struggles.

Table 5: Reasons for Staying or Returning to NC State* (N=419)

	%	N
To finish degree	22%	92
Resolved issues with academic major	20%	85
Campus environment	20%	82
Financial considerations	17%	70
Hassle to leave, transfer, etc.	15%	64
Wanted to persevere	14%	59
Situation improved	13%	56
Too far along to make any changes	13%	54
Personal reasons (e.g., important to family)	11%	47
Other institutions didn't work out	8%	34
Better supported	5%	20
Liked location	5%	19
Faculty / Instruction	4%	16
Changes to mental health	3%	14
Academic performance	2%	8
Advising	1%	6
Housing-related issues resolved or unchangeable	1%	5
Physical health concerns resolved	1%	1

* Individual comments could be coded into multiple categories

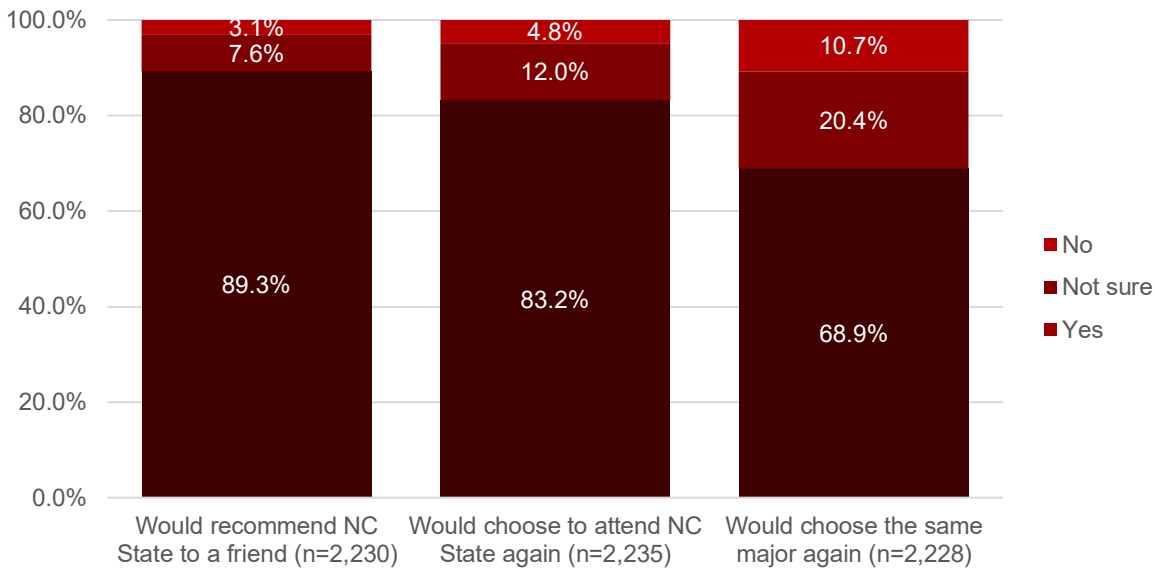
Academic Environment and Faculty Contributions

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 3; Tables 6 and 7)

Most graduating seniors expressed satisfaction with their education at NC State. Nearly 90% (89.3%) said they *would recommend the university to a friend*, and 83% said they *would choose NC State again if starting over* (83.2%). While 69% indicated they *would choose the same major again* (68.9%), some uncertainty remained—one-in-five were unsure (20.4%), and one-in-ten said they would definitely not choose the same major (10.7%).

Figure 3: Overall Satisfaction



Graduating seniors gave overwhelmingly positive ratings to NC State's academic environment. Nearly 95% rated the *overall quality of their education* as either "excellent" (55.1%) or "good" (38.9%). Similarly, *instruction within their major* received high marks, with 57% rating it as "excellent" (57.5%) and 33% as "good" (33.0%). While 80% gave positive ratings to *instruction outside their major*, they were more likely to rate it "good" (47.0%) than "excellent" (34.2%). Finally, 95% described the *campus learning environment* as either "very strong" (41.1%) or "strong" (54.2%).

Table 6: Evaluation of Education

	Mean Rating	4: Excellent	3: Good	2: Fair	1: Poor	Total (N)
Quality of instruction in major	3.5	57.5%	33.0%	7.2%	2.3%	2,220
Quality of instruction in courses outside of major	3.1	34.2%	47.0%	16.5%	2.3%	2,217
Overall education receiving at NC State	3.5	55.1%	38.9%	4.7%	1.3%	2,227

Table 7: Learning Environment on Campus

	Mean Rating	4: Very strong	3: Strong	2: Weak	1: Very weak	Total (N)
All things considered, how would you characterize the learning environment on this campus?	3.4	41.1%	54.2%	3.6%	1.0%	2,224

Satisfaction with Instructors (Table 8)

Students rated their satisfaction with various aspects of instruction provided by faculty members in their major department on a scale from 1 (“very dissatisfied”) to 5 (“very satisfied”). Overall, students were very positive, with close to 90% saying they were “very satisfied” (36.8%) or “satisfied” (49.9%) with *instructors in their major overall*. At least two-thirds of respondents expressed satisfaction with each of the eight specific aspects of instruction asked about.

Graduating seniors were most likely to be “very satisfied” with *how effectively instructors use instructional technology in teaching and learning activities* (34.1%), *how carefully instructors explain the expectations of student performance in the course* (34.0%), *the extent to which instructors encourage class discussion* (33.5%), and *instructors’ ability to motivate me to do my best* (32.2%). While majorities were still satisfied, more than 10% of respondents were “dissatisfied” or “very dissatisfied” with instructors’ *consideration of different learning styles* (11.7%) and *with how quickly they provide feedback on my work* (10.5%).

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)
How carefully they explain the expectations of student performance in the course	4.2	34.0%	53.1%	10.7%	1.7%	0.4%	2,701
How effectively they use instructional technology in teaching and learning activities	4.1	34.1%	49.8%	12.7%	2.6%	0.9%	2,701
The extent to which they encourage class discussion	4.1	33.5%	44.5%	17.1%	3.8%	1.1%	2,697
Their ability to motivate me to do my best	4.1	32.2%	51.6%	11.8%	3.4%	0.9%	2,704
How well they explain course material	4.1	29.3%	54.9%	11.7%	3.1%	0.9%	2,703
The helpfulness of their feedback on my work	3.9	25.3%	48.6%	19.6%	5.1%	1.4%	2,698
The extent to which they consider different learning styles in my major	3.8	25.2%	38.9%	24.2%	9.1%	2.6%	2,699
How quickly they provide feedback on my work	3.8	20.0%	47.7%	21.8%	8.8%	1.7%	2,700
Overall satisfaction with instructors in my major	4.2	36.8%	49.9%	9.2%	3.1%	1.0%	2,696

Mentoring Experiences (Tables 9-10)

Graduating seniors were asked whether or not they had various mentoring experiences while at NC State and, if so, how the experience contributed to their personal and/or professional growth. Overall, 71% said they had at least one of the different types of mentoring experiences asked about, with 45% having two or more different types of experiences.¹ More than one-fourth of students indicated they had *resided in a Living/Learning Village* (27.7%) or *worked on a research/scholarly/creative project with a faculty member outside of course requirements* (27.4%). Sizable numbers said they *participated in a study abroad program, research/internship abroad, or COIL (Collaborative Online International Learning) course* (17.1%), *participated in an*

¹ To clarify, respondents could have had the same type of experience, e.g., participation in an entrepreneurial program or course, multiple times, but that would just count as one type of experience.

entrepreneurship program or course (16.6%), completed the pre-freshman year interdisciplinary course Wicked Problems Wolfpack Solutions (16.3%), or received mentoring as a formal part of on-campus employment (PEP program, campus job, etc.) (15.4%). Fewer than 10% of respondents had worked on an extension or public service project with a faculty member for course credit (e.g., Service-learning) (9.1%) or worked on an extension or public service project with a faculty member outside of course or program requirements (7.9%).

The majority of those having had a given mentoring experience said it contributed “a great deal” or “some” to their professional and/or personal growth. Most impactful, according to those with such experience, was *participation in a study abroad program, research/internship abroad, or COIL (Collaborative Online International Learning) course*, with more than three-fourths saying it contributed “a great deal” to their professional/personal growth (76.8%). Also being especially impactful were having *worked on a research/scholarly/creative project with a faculty member outside of course requirements (61.6% “a great deal”), taught or assisted in teaching a class or lab under the guidance of a faculty member (61.3%), and received mentoring as a formal part of on-campus employment (PEP program, campus job, etc.) (58.3%)*. Perceived as having the least impact was *completing the pre-freshman year interdisciplinary course Wicked Problems Wolfpack Solutions*, with close to half of those doing so saying it impacted their professional/personal growth only “a little” (26.1%) or “not at all” (22.3%).

Table 9: Faculty-Student Mentoring Experience*

	%	N
Resided in a Living/Learning Village	27.7%	751
Worked on a research/scholarly/creative project with a faculty member outside of course requirements	27.4%	745
Participated in a study abroad program, research/internship abroad, or COIL (Collaborative Online International Learning) course	17.1%	464
Participated in an entrepreneurship program or course	16.6%	452
Completed the pre-freshman year interdisciplinary course Wicked Problems Wolfpack Solutions	16.3%	443
Received mentoring as a formal part of on-campus employment (PEP program, campus job, etc.)	15.4%	418
Took a research methods or CURE (course-based undergraduate research) course	12.2%	330
Taught or assisted in teaching a class or lab under the guidance of a faculty member	11.6%	316
Worked on an extension or public service project with a faculty member for course credit (e.g., Service-learning)	9.1%	248
Worked on an extension or public service project with a faculty member outside of course or program requirements	7.9%	214

**Respondents could select more than one experience*

Table 10: Mentoring Experience Contribution to Growth (among those with experience)

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
Participated in a study abroad program, research/internship abroad, or COIL (Collaborative Online International Learning) course	3.7	76.8%	14.9%	5.0%	3.3%	457
Worked on a research/scholarly/creative project with a faculty member outside of course requirements	3.5	61.6%	27.7%	7.8%	2.9%	729
Taught or assisted in teaching a class or lab under the guidance of a faculty member	3.5	61.3%	26.1%	9.0%	3.5%	310
Received mentoring as a formal part of on-campus employment (PEP program, campus job, etc.)	3.4	58.3%	30.1%	8.1%	3.5%	405
Worked on an extension or public service project with a faculty member outside of course or program requirements	3.3	50.7%	31.2%	10.7%	7.3%	205
Worked on an extension or public service project with a faculty member for course credit (e.g., Service-learning)	3.2	48.8%	33.1%	10.7%	7.4%	242
Took a research methods or CURE (course-based undergraduate research) course	3.2	42.1%	38.4%	14.2%	5.3%	323
Participated in an entrepreneurship program or course	3.0	33.2%	41.2%	18.3%	7.3%	449
Resided in a Living/Learning Village	2.6	24.3%	30.2%	26.0%	19.4%	741
Completed the pre-freshman year interdisciplinary course Wicked Problems Wolfpack Solutions	2.5	20.9%	30.7%	26.1%	22.3%	440

Academic Services for Students

Graduating seniors were asked to rate their satisfaction with a range of academic services based on their experiences during their final two years on campus, using a scale from 1 (“very dissatisfied”) to 5 (“very satisfied”). Students who lacked sufficient experience with a particular service could select “don’t know/not applicable;” these responses were excluded from the analysis.

Academic Services (Figure 3, Tables 11-14)

Survey questions about academic services focused on four main areas: academic advising, library services, information technology, and career services. Each area

included several questions about specific types of support, with students rating their satisfaction on a five-point scale ranging from “very dissatisfied” to “very satisfied,” with a middle option of “neither satisfied nor dissatisfied.” Overall, students expressed satisfaction across all areas, with a majority rating all but one specific service as either “satisfied” or “very satisfied.” On average, library services received the highest ratings, while academic advising received the lowest.

Library Services: Graduating seniors gave consistently high ratings to library services, with the vast majority expressing satisfaction across all areas. *Overall library services* were especially well regarded, with more than 90% of respondents indicating they were “very satisfied” (45.4%) or “satisfied” (46.7%). Specific elements such as *hours of operation* (92.4%), *access to technology and technical assistance* (88.3%), and the *helpfulness of library staff* (84.9%) also received strong marks, with each area earning satisfaction ratings at or above 85%.

Students were similarly positive about the *effectiveness of library resources in improving their learning experiences* (86.4%) and *access to online library resources* (85.9%). Physical study spaces received slightly more mixed feedback. While most students were satisfied with spaces for both *individual* (80.3%) and *group work* (79.8%), a small but notable percentage expressed dissatisfaction, particularly with individual workspaces (8.8% “dissatisfied” or “very dissatisfied”).

Library training and workshops received the lowest satisfaction ratings among the items asked, though still with a majority expressing satisfaction (66.3%). A significant portion of students responded neutrally in this area (31.5%), suggesting either limited awareness or varied experiences.

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)
Hours of operation	4.4	52.0%	40.4%	6.9%	0.6%	0.1%	2,403
Access to technology and technical assistance	4.3	44.0%	44.3%	10.8%	0.8%	0.2%	2,329
Effectiveness of library resources and services in improving my learning experiences	4.3	39.9%	46.5%	12.8%	0.6%	0.2%	2,347
Access to online library resources	4.2	39.6%	46.3%	12.6%	1.2%	0.3%	2,358
Helpfulness of staff	4.2	37.5%	47.4%	14.3%	0.6%	0.3%	2,280
Space for group work	4.1	34.7%	45.1%	12.3%	6.4%	1.5%	2,403
Space for individual student work	4.0	34.3%	46.0%	10.9%	7.2%	1.6%	2,418
Effectiveness of library training and workshops	3.9	29.7%	36.6%	31.5%	1.7%	0.5%	1,849
Library services overall	4.4	45.4%	46.7%	7.4%	0.3%	0.2%	2,434

Information Technology Services: Graduating seniors generally reported high levels of satisfaction with NC State's information technology services. *IT services overall* were rated positively by a large majority of respondents, with more than 80% indicating they were "very satisfied" (25.8%) or "satisfied" (54.2%). Students were especially pleased with the *availability of software* (78.0% "very satisfied" or "satisfied") and *equipment to meet their academic needs* (77.7%), as well as the *effectiveness of IT in improving their learning experience* (77.5%). *Online course management systems*, such as Moodle, also received strong satisfaction ratings (79.3%).

Support services from the *Help Desk and Walk-in Center* and *training on needed technology* were viewed favorably by most respondents, although a higher proportion of students responded neutrally, suggesting varied individual experiences or a lack of use of service/training.

Availability of wireless access across campus received the lowest satisfaction ratings among the items asked (64.8% "very satisfied" or "satisfied"). While most students were satisfied, over 15% expressed dissatisfaction (16.0% "very dissatisfied" or "dissatisfied"), suggesting this area may benefit from further improvement.

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)
Availability of equipment to meet my needs	4.1	31.2%	46.5%	21.0%	1.0%	0.3%	2,018
Availability of software to meet my needs	4.1	31.1%	46.9%	19.7%	1.6%	0.6%	2,071
Assistance from the Help Desk and Walk-in Center in solving my technology problems	4.0	29.8%	42.2%	26.1%	1.5%	0.4%	1,886
Access to information and resources to help keep my personal data and devices secure	4.0	28.0%	49.5%	20.6%	1.5%	0.4%	2,235
Online course management system(s) used in my classes (e.g., Moodle)	4.0	27.0%	52.3%	16.2%	3.9%	0.6%	2,373
Effectiveness of information technology in improving my learning experience	4.0	25.9%	51.6%	20.9%	1.2%	0.4%	2,269
Training on the technology I need to use	3.9	21.9%	45.6%	29.0%	2.9%	0.6%	1,941
Availability of wireless access on campus	3.7	23.6%	41.2%	19.2%	12.4%	3.6%	2,263
Information technology services overall	4.0	25.8%	54.2%	18.7%	1.1%	0.2%	2,317

Career Services: Graduating seniors generally reported high levels of satisfaction with NC State's career services. *Career services overall* were rated positively by a majority of respondents, with 69% indicating they were "very satisfied" (24.5%) or "satisfied" (44.4%). Students were particularly pleased with the *helpfulness of staff*, with 73% reporting they were "very satisfied" or "satisfied." *Access to employment opportunities, assistance with resume preparation, interviewing skills, and job search strategies*, and the *availability of online career resources*, were viewed favorably by a significant majority of respondents, with 70% or more indicating they were "very satisfied" or "satisfied."

While still largely positive, satisfaction was slightly lower for *information on what employers look for (e.g., Career Readiness Competencies)* and *assistance with determining career goals, exploring careers, and making career decisions*. In these areas, nearly 30% of students responded neutrally, suggesting that experiences might vary or that some students may not have engaged with these specific resources.

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	26.9%	46.4%	24.3%	1.7%	0.6%	1,914
Access to employment opportunities (e.g., career fairs, interviews, ePACK, job listings)	3.9	28.7%	43.6%	22.1%	3.9%	1.6%	2,074
Assistance with resume preparation, interviewing skills, job search strategies, salary negotiations, etc.	3.9	27.7%	42.4%	26.5%	2.7%	0.8%	1,919
Availability of career resources online (e.g., ePACK, video tutorials, career assessments)	3.9	26.0%	44.2%	25.5%	3.3%	1.0%	1,989
Information on co-ops, internships, and other career-related experiences	3.9	24.9%	44.1%	26.6%	3.4%	1.0%	1,983
Information on what employers look for (e.g., Career Readiness Competencies: leadership, teamwork, written/oral communication)	3.8	23.5%	41.9%	29.3%	4.3%	1.0%	1,940
Assistance with determining career goals, exploring careers, and making career decisions	3.8	22.9%	41.1%	29.8%	4.6%	1.5%	1,909
Career services overall	3.9	24.5%	44.4%	27.4%	3.1%	0.6%	2,054

Academic Advising: When asked about access to academic advising during their time at NC State, over 80% of respondents said they “strongly agree” (34.7%) or “agree” (46.3%) that they had *access to academic advising services that enabled them to make progress towards degree completion*. Just over 5% “disagree” (4.8%) or “strongly disagree” (1.8%) that they had adequate access to academic advising services.

Students were generally satisfied with the academic advising they received, with close to two-thirds saying they were “very satisfied” (31.6%) or “satisfied” (33.8%) with *academic advising overall*. Graduating seniors were particularly satisfied with advisors’

understanding degree requirements and course sequencing, where over 70% reported being either “very satisfied” (36.6%) or “satisfied” (34.7%). A similar proportion expressed satisfaction with how well their advisor helped them to *be aware of and understand relevant campus policies and procedures* (66.6% “very satisfied” or “satisfied”) and their *advisor spending sufficient time with them* (65.6% “very satisfied” or “satisfied”).

However, satisfaction levels were lower for advising related to career and post-graduation planning. Only about half of respondents felt satisfied with the guidance they received on *post-graduation employment options* or *learning about high-impact experiences* such as internships, research, or study abroad. Similarly, support for exploring *post-graduation educational options* was met with more mixed reviews. Across these areas, a notable share of students selected the neutral “neither satisfied nor dissatisfied” response, and about one in five expressed dissatisfaction.

Figure 4: I had Access to Academic Advising Services that Enabled me to Successfully Progress Toward Degree Completion (N=2,605)

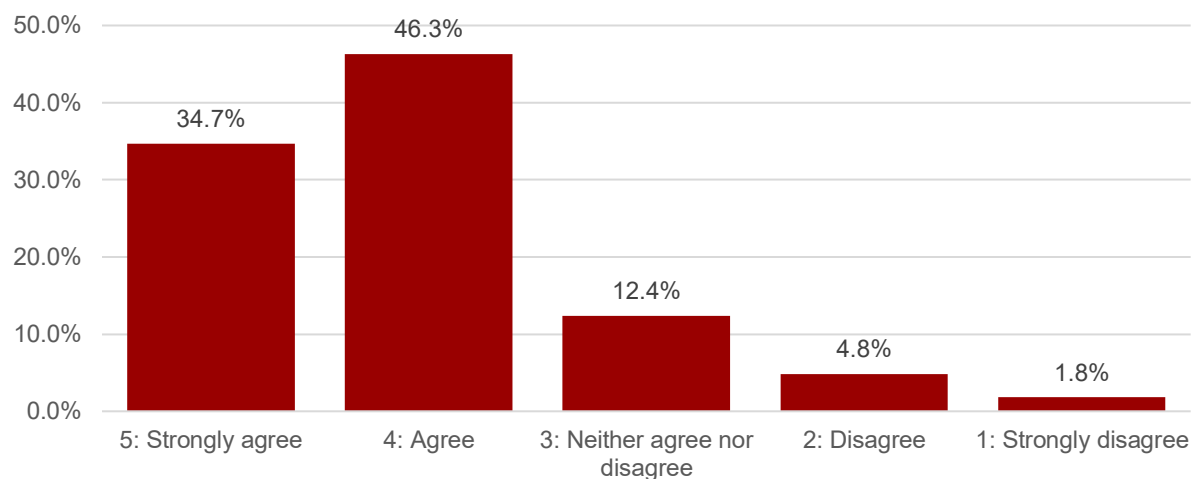


Table 14: Satisfaction with Academic Advising

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Advisor helping me understand degree requirements and course sequencing	3.9	36.6%	34.7%	15.2%	8.6%	4.9%	2,552
Advisor helping me to be aware of and understand relevant campus policies and procedures	3.8	32.4%	34.2%	21.3%	7.2%	5.0%	2,497
Advisor spending sufficient time with me	3.8	31.1%	34.5%	19.9%	9.0%	5.4%	2,550
Advisor providing me with information about whom to contact with non-academic problems or concerns	3.7	27.5%	32.5%	26.3%	8.4%	5.3%	2,377
Advisor helping me think about post-graduation educational options (e.g., graduate school)	3.6	27.6%	25.8%	27.9%	11.3%	7.3%	2,427
Advisor helping me to understand and develop a clear path to achieve my career goals	3.5	23.9%	29.1%	27.7%	12.7%	6.6%	2,447
Advisor helping me learn more about high impact experiences that complimented my major/degree program (e.g., co-op, internship, research, global experience)	3.5	23.4%	28.4%	28.2%	13.0%	7.0%	2,435
Advisor helping me think about post-graduation employment options	3.4	25.1%	23.4%	30.1%	13.3%	8.2%	2,419
Academic advising overall	3.8	31.6%	33.8%	19.0%	9.6%	6.0%	2,521

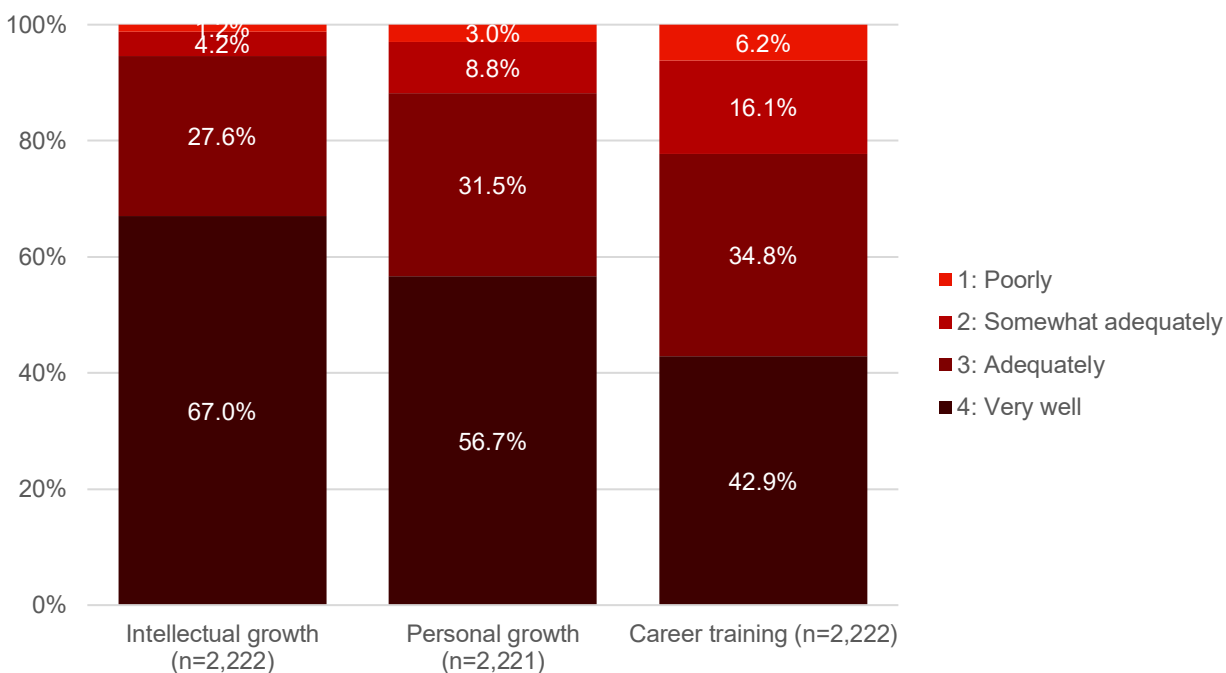
Knowledge, Skills, and Personal Growth

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 5)

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 more than two-thirds of respondents (67.0%) 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 (56.7%). *Career training* received the lowest ratings, with over 20 percent saying NC State met their career training needs only "somewhat adequately" (16.1%) or "poorly" (6.2%).

Figure 5: NC State's Ability to Meet Students' Needs



General Education Goals (Table 15)

Graduating seniors, for the most part, were 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 11 of the 12 general education goals asked

about, and a majority said NC State contributed "very much" to eight of them.

Graduating seniors were most likely to say their education at NC State contributed "very much" to their *ability to plan and carry out projects independently* (64.8%). Other highly rated skills where NC State contributed "very much" include their abilities related to *identifying a problem or concept and articulating its various components* (58.6%), *effectively analyzing and evaluating evidence, arguments, claims, and beliefs* (58.5%), and *considering options and their consequences when solving a problem or addressing an issue* (59.7%). Students also felt their education significantly contributed to *solving real-world problems by applying imagination, creativity, and/or knowledge and skills from multiple disciplines* (58.8%) and *reflecting on learning in and out of the classroom* (57.8%).

While still receiving positive ratings from the majority, respondents were most likely to think their education contributed "very little" or "not at all" to the following general education goals: *engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)* (42.5%) and *appreciating the humanities* (33.7%). Additionally, a notable portion of students felt their education contributed "very little" or "not at all" to *applying social science methods to understand human behavior* (31.1%) and *keeping their personal data and devices secure* (27.9%).

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

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Ability to plan and carry out projects independently	3.6	64.8%	28.2%	5.6%	1.4%	2,376
Identifying a problem or concept and articulating its various components	3.5	58.6%	34.7%	5.5%	1.1%	2,348
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	3.5	58.5%	33.5%	6.6%	1.4%	2,345
Considering options and their consequences when solving a problem or addressing an issue	3.5	59.7%	33.5%	5.6%	1.2%	2,343
Solving real world problems by applying imagination, creativity, and/or knowledge and skills from multiple disciplines	3.5	58.8%	31.5%	8.1%	1.6%	2,345
Reflecting on learning in and out of the classroom	3.5	57.8%	32.1%	8.4%	1.7%	2,339
Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	3.4	55.0%	34.6%	8.0%	2.4%	2,378
Applying scientific methods of inquiry	3.3	50.3%	34.6%	11.5%	3.6%	2,338
Applying social science methods to understand human behavior	3.0	39.1%	29.8%	19.1%	12.0%	2,291
Keeping my personal data and devices secure	3.0	36.5%	35.6%	18.0%	9.9%	2,253
Appreciating the humanities	2.9	38.0%	28.3%	20.7%	13.0%	2,287
Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	2.7	31.5%	26.1%	20.7%	21.8%	2,248

Personal Development Goals (Table 16)

Graduating seniors largely felt that their education at NC State contributed positively to their personal development. For each specific area asked about, most respondents indicated that NC State contributed "very much" or "somewhat" to their development of the skill.

Students overwhelmingly reported that NC State contributed "very much" to their *ability to work effectively as part of a team* (63.8%) and their capacity for *seeing projects through to completion* (63.3%). Other key strengths where NC State contributed "very much" include *identifying alternatives when faced with setbacks* (56.4%), *valuing learning as a lifelong process* (58.3%), their *ability to set and accomplish goals* (55.5%) and *to reflect upon academic goals and expectations and update them as needed* (55.3%), and *developing leadership skills* (55.1%).

While still rated positively by a majority, some areas showed a higher proportion of students indicating "a little" or "not at all" for NC State's contribution to their development of the skill. These included *being involved in public and community affairs* (29.0%) and *developing and sustaining an active and healthy lifestyle* (25.6%). Similarly, a notable portion of students felt their education contributed less to their ability to *manage ongoing stressors* (27.4%) and *recovering from emotional setbacks* (27.9%). *Recognizing and acting on ethical principles* also saw a relatively higher percentage of "a little" or "not at all" responses (17.8%).

Table 16: 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)
Working effectively as part of a team	3.6	63.8%	28.8%	6.1%	1.3%	2,336
Seeing projects through to completion	3.5	63.3%	28.5%	6.4%	1.8%	2,323
Identifying alternatives when faced with setbacks	3.5	56.4%	33.9%	8.0%	1.7%	2,320
Developing leadership skills	3.4	55.1%	31.6%	10.2%	3.1%	2,334
Valuing learning as a lifelong process	3.4	58.3%	28.6%	9.1%	4.1%	2,321
Ability to set and accomplish goals	3.4	55.5%	34.9%	7.5%	2.1%	2,327
Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	3.4	55.3%	32.3%	9.6%	2.9%	2,309
Time management	3.3	49.5%	33.5%	12.1%	5.0%	2,330
Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	3.3	49.8%	32.8%	12.8%	4.6%	2,305
Recognizing and acting on ethical principles	3.2	44.3%	37.9%	12.8%	5.0%	2,306
Being involved in public and community affairs	3.0	38.8%	32.2%	18.5%	10.5%	2,287
Developing and sustaining an active and healthy lifestyle	3.0	38.6%	35.8%	15.2%	10.4%	2,312
Ability to manage ongoing stressors	3.0	38.0%	34.6%	16.9%	10.5%	2,323
Recovering from emotional setbacks	3.0	35.9%	36.2%	16.1%	11.8%	2,261

World View Goals (Table 17)

Graduating seniors generally felt that NC State positively contributed to their understanding of global and historical topics. A majority of respondents indicated that their education contributed "very much" or "somewhat" to all three items asked about.

Students felt their education was most effective in helping them with their *understanding of issues and problems facing the world*, with 84% reporting a "very much" (47.8%) or "somewhat" (36.2%) contribution. Similarly, a strong majority also felt NC State

contributed “very much” (48.2%) or “somewhat” (33.3%) to their *understanding of the commonality of human problems through a global perspective*.

While a majority still saw a positive contribution, a notable portion of students felt their education contributed relatively less to their *understanding of the present as it relates to historical events and processes*. This item had a slightly lower overall positive rating compared to the other areas asked about; over 20% of respondents indicated their education contributed “a little” (15.0%) or “not at all” (5.5%) to their development to the skill.

Table 17: 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	47.8%	36.2%	11.9%	4.1%	2,269
Understanding the present as it relates to historical events and processes	3.2	44.6%	35.0%	15.0%	5.4%	2,260
Understanding the commonality of human problems through a global perspective	3.2	48.2%	33.3%	13.1%	5.5%	2,252

Non-Academic Services Areas for Students

Respondents were asked to rate their satisfaction with various non-academic service areas, as well as the responsiveness of staff associated with those services. Ratings were based on a five-point scale ranging from “very dissatisfied” to “very satisfied.” Responses of “no experience to judge” were excluded from the analysis.

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

Ratings for non-academic service areas varied considerably, with the proportion of students saying they were “very satisfied” ranging from just 13% to over 50%, depending on the service. Still, overall satisfaction was generally positive, as most services received majority ratings of “very satisfied” or “satisfied.”

Students were most satisfied with *Wellness and Recreation services*, which received by far the strongest results—nearly 90% of respondents were “very satisfied” (50.7%) or “satisfied” (38.8%). Other highly rated services included the *NC State Bookstores* (74.0% “very satisfied” or “satisfied”), the *Wolfline* (73.6%), *Student Health Services* (69.7%), the *Academic Success Center* (68.6%), and the *financial aid: disbursement process* (65.9%), and *application/awards process* (65.6%), all of which received positive ratings from at about two-thirds or more of respondents.

In contrast, students were most dissatisfied with *NC State Transportation: parking*. Nearly 40% reported being “very dissatisfied” (17.9%) or “dissatisfied” (21.6%), far more than for any other service. Other service areas that received somewhat higher levels of dissatisfaction included *NC State Dining* (16.7% “very dissatisfied” or “dissatisfied”) and *University Housing and Living-Learning Initiatives* (11.3%), though even in those cases, most students still reported being satisfied.

Across nearly all services, a notable portion of students selected the neutral “neither satisfied nor dissatisfied” option, particularly for services from offices like the *Disability Resource Office* (39.3%) and the *Counseling Center* (34.3%)—possibly reflecting limited interaction or routine interaction.

Graduating seniors gave generally positive ratings to the responsiveness of staff across the non-academic service areas asked about, with most offices receiving satisfaction ratings from at least three-quarters of respondents. The percentage of students who reported being “very satisfied” with staff responsiveness ranged from just over 20% to nearly 45%, depending on the service.

Staff working in *Wellness and Recreation* were rated most positively, with 87% of students “very satisfied” (44.9%) or “satisfied” (41.6%) with staff responsiveness. Similarly, staff at the *NC State Bookstores* (82.9%), the *Wolfline* bus system (78.0%), and *Dining* (76.9%) also received high marks, with more than three-fourths of respondents “very satisfied” or “satisfied” with their responsiveness.

Staff in support-focused offices such as the *Academic Success Center*, *Student Health Services*, and *Financial Aid* also received favorable ratings, though these areas had somewhat higher proportions of neutral responses, suggesting varied experiences or limited engagement. Offices like the *Registrar’s Office*, *Cashier’s Office*, and *Disability Resource Office* showed similar patterns—strong overall satisfaction but a significant portion of students selecting “neither satisfied nor dissatisfied.”

The lowest ratings were given to staff associated with *NC State Transportation: parking*, with 21% saying they were “very dissatisfied” (10.9%) or “dissatisfied” (10.1%) with staff responsiveness. The responsiveness of *University Police Department* staff also received relatively lower ratings, with 8% of respondents giving a rating of either “very dissatisfied” (4.3%) or “dissatisfied” (3.8%).

As with ratings for the overall service provided by the offices, a sizable number of respondents selected the neutral response option for the responsiveness of the staff in those offices. Graduating seniors were most likely to say they were “neither satisfied nor dissatisfied” with staff responsiveness in the *Disability Resource Office* (33.8%).

Table 18: Satisfaction with Non-Academic Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Wellness and Recreation	4.4	50.7%	38.8%	8.9%	1.3%	0.4%	2,143
Academic Success Center (formerly the University Tutorial Center)	3.9	28.7%	39.9%	27.6%	2.9%	0.9%	1,430
Student Health Services	3.9	26.9%	42.8%	22.5%	6.0%	1.9%	1,780
NC State Transportation: Wolfline	3.9	26.9%	46.7%	16.7%	7.4%	2.3%	2,067
NC State Bookstores	3.9	25.9%	48.1%	19.8%	4.8%	1.5%	2,136
Financial Aid: Disbursement process	3.8	29.5%	36.4%	25.5%	5.6%	3.1%	1,730
Disability Resource Office	3.8	28.5%	27.3%	39.3%	3.0%	1.8%	1,051
Financial Aid: Application/Award process	3.8	28.1%	37.5%	24.3%	7.1%	3.0%	1,785
University Police Department	3.8	25.2%	38.1%	28.7%	3.7%	4.3%	1,512
Registrar's Office	3.8	23.7%	40.3%	32.8%	2.3%	0.9%	1,584
Cashier/Student Accounts/Billing Office	3.8	21.3%	42.4%	31.8%	3.2%	1.2%	1,775
Counseling Center (personal, interpersonal, or psychological)	3.7	26.7%	29.5%	34.3%	6.5%	3.1%	1,293
University Housing and/or Living-Learning Villages/Initiatives	3.7	20.3%	39.8%	28.6%	8.3%	3.0%	1,849
NC State Dining	3.6	17.3%	42.3%	23.7%	11.8%	4.9%	2,028
NC State Transportation: Parking	3.0	13.0%	28.6%	19.0%	21.6%	17.9%	2,100

Table 19: Satisfaction with Non-Academic Service Staff Responsiveness

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Wellness and Recreation	4.3	44.9%	41.6%	12.7%	0.7%	0.1%	2,020
NC State Bookstores	4.2	35.5%	47.4%	15.7%	1.3%	0.2%	1,980
NC State Dining	4.1	35.9%	41.0%	19.2%	2.6%	1.3%	1,941
NC State Transportation: Wolfline	4.1	35.7%	42.3%	17.9%	3.1%	0.9%	1,978
Student Health Services	4.0	35.2%	39.7%	20.5%	3.1%	1.5%	1,696
Academic Success Center (formerly University Tutorial Center)	4.0	34.3%	37.5%	26.2%	1.4%	0.5%	1,345
Financial Aid: Disbursement process	4.0	32.4%	35.9%	28.2%	2.1%	1.4%	1,387
Financial Aid: Application/Award process	4.0	32.2%	37.9%	26.8%	1.5%	1.6%	1,435
Cashier/Student Accounts/Billing Office	4.0	29.3%	39.6%	28.7%	1.8%	0.6%	1,428
Registrar's Office	4.0	29.0%	39.6%	29.6%	1.2%	0.5%	1,377
Counseling Center (personal, interpersonal, or psychological)	3.9	33.2%	31.3%	29.9%	4.0%	1.7%	1,251
Disability Resource Office	3.9	32.3%	32.0%	33.8%	0.8%	1.1%	1,037
University Housing and/or Living-Learning Villages/Initiatives	3.9	28.5%	41.2%	25.2%	3.6%	1.5%	1,681
University Police Department	3.8	29.8%	35.1%	27.0%	4.3%	3.8%	1,389
NC State Transportation: Parking	3.4	22.2%	29.2%	27.6%	10.1%	10.9%	1,647

University Support with Non-Academic Challenges (Figure 6, Tables 20-21)

Graduating seniors were asked whether they had ever sought help from an NC State office or individual for a non-academic issue or crisis during their time as a student. Among those who responded, nearly half (48.7%) said they never felt they had an issue requiring such support. About one-quarter (25.6%) reported having experienced a non-academic issue and seeking help, while one-in-five (19.8%) said they had faced an issue or crisis but did not seek assistance from an NC State resource.

Of those who did seek support, the majority felt they received "a great deal" of help (55.0%). However, 16% felt supported only "a little" (9.9%) or "not at all" (6.4%) by the person or office they contacted.

Students who faced a non-academic issue but did not seek help from a person or office at NC State were asked to indicate their reasons. Over one-third said they had sought help from someone outside of NC State (34.3%). Most indicated that they turned to family or friends for support (60%), while a sizable number felt they could handle the issue on their own (39.8%). However, 38% did not believe anyone at NC State could help (38.0%), one-fourth said they were uncomfortable asking for support (24.4%), and close to one-in-five didn't know who to ask (17.5%).

Figure 6: Ever Sought Help from NC State for a Non-Academic Issue/Crisis (n=2,460)

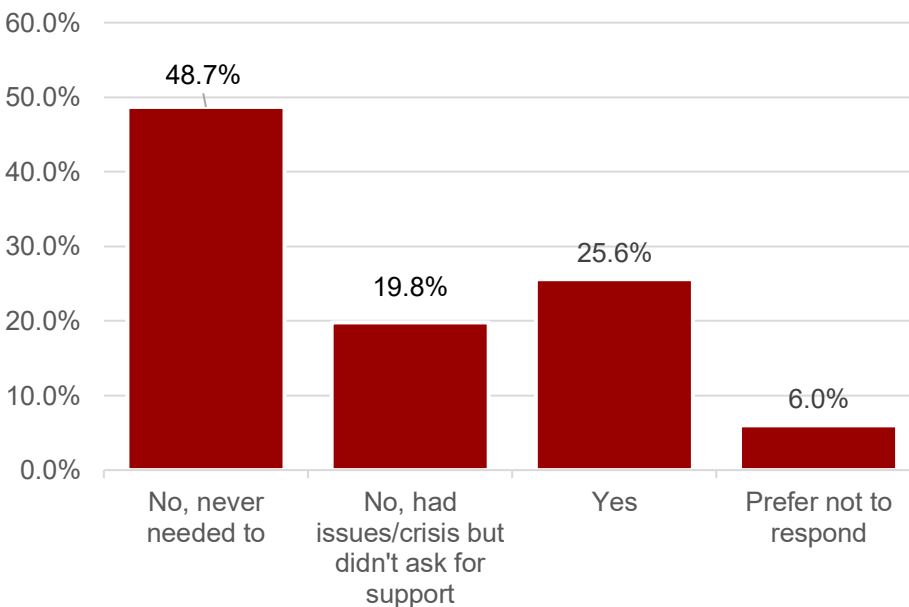


Table 20: Extent of Support with Non-Academic Challenges (among those asking for support)

	4: A great deal	3: Somewhat	2: A little	1: Not at all	Total (N)
To what extent did you feel supported by the NC State office or individual from which you sought help in dealing with the issue/crisis?	55.0%	28.8%	9.9%	6.4%	629

Table 21: Reasons Did Not Ask for Support (among those with an issue/crisis but not asking for support; N=487)*

	%	N
Relied on friends/family for support	60.0%	292
Thought I could resolve the issue/crisis on my own	39.8%	194
Didn't think there was really anything that anyone at NC State could do to help	38.0%	185
Sought help from someone outside of NC State	34.3%	167
Was uncomfortable asking for support	24.4%	119
Didn't know who to ask	17.5%	85
Other	4.3%	21

* Respondents could select multiple reasons

Financial Aid (Figures 7-8)

Almost two-thirds of respondents (64.4%) 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” (45.3%) or “moderately satisfied” (42.2%) 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 45 percent rated *financial aid reception staff* (48.6%), *advisor staff* (48.0%), and *phone staff* (46.0%) as “excellent.”

Figure 7: Financial Aid Award and Satisfaction (N=2,328)

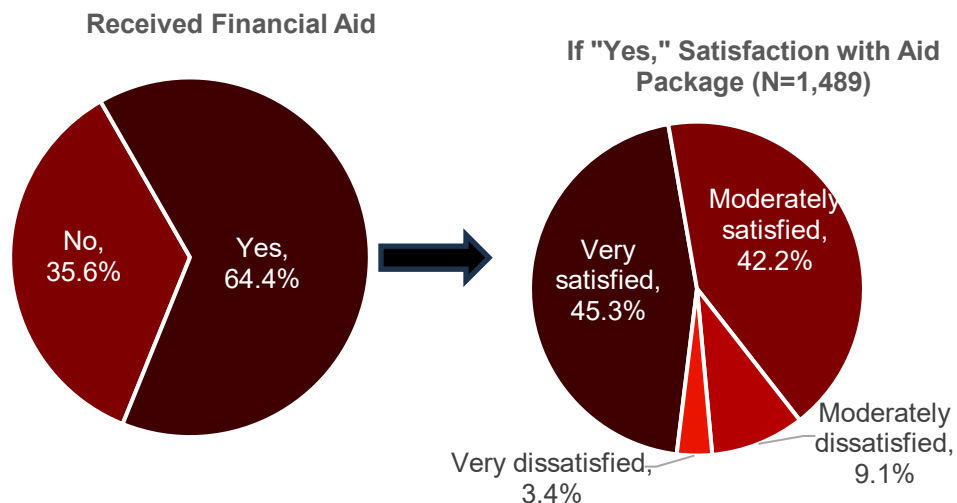
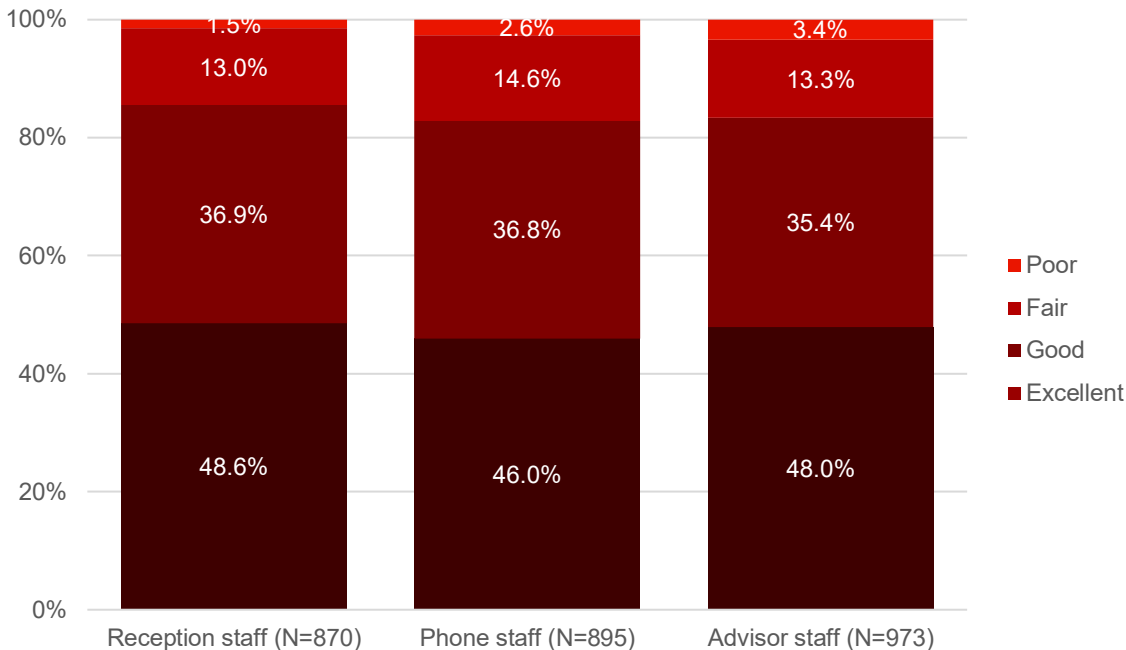


Figure 8: Customer Service Skills of Financial Aid Staff (among those receiving aid)



Work-Related Activities, Employment, and Extracurricular Involvement

Graduating seniors were asked a variety of questions related to their work-related activities, employment and involvement in extracurricular activities while a student 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 22; Figures 9-10)

Among work-related experiences asked about, respondents were by far most likely to report having a *paid internship* (51.3%), with 10% getting course credit (9.9%). A notable number also report having had an *unpaid internship* (16.2%). The only other work experiences asked about that more than 10% of respondents participated in was *student teaching* (13.1%).

Table 22: Participation in Work/Career-Related Experiences and Course Credit*

	Participated in – Did not receive course credit	Participated in - Received course credit	Did not participate in	Total (N)
Co-op	3.0%	3.2%	93.8%	2,064
Paid internship	41.4%	9.9%	48.6%	2,232
Unpaid internship	8.3%	7.9%	83.8%	2,079
Practicum	0.8%	7.0%	92.2%	2,048
Student teaching	6.5%	6.6%	86.9%	2,076
Clinicals	1.4%	0.6%	97.9%	2,040

*Respondents could select multiple experiences

Over three-fourths of those who reported having one or more career-related experiences said it contributed “very much” to their personal and professional growth (76.6%), and close to half (45.1%) said they received a job through their experience.

Figure 9: Work/Career-Related Experience Contribution to Professional/Personal Growth (among respondents who completed any work/career-related experience; N=1,495)

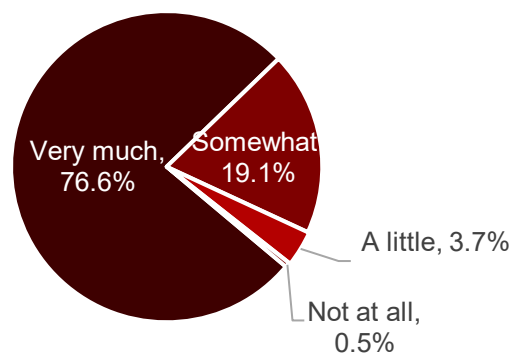
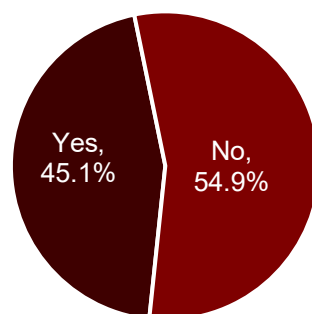


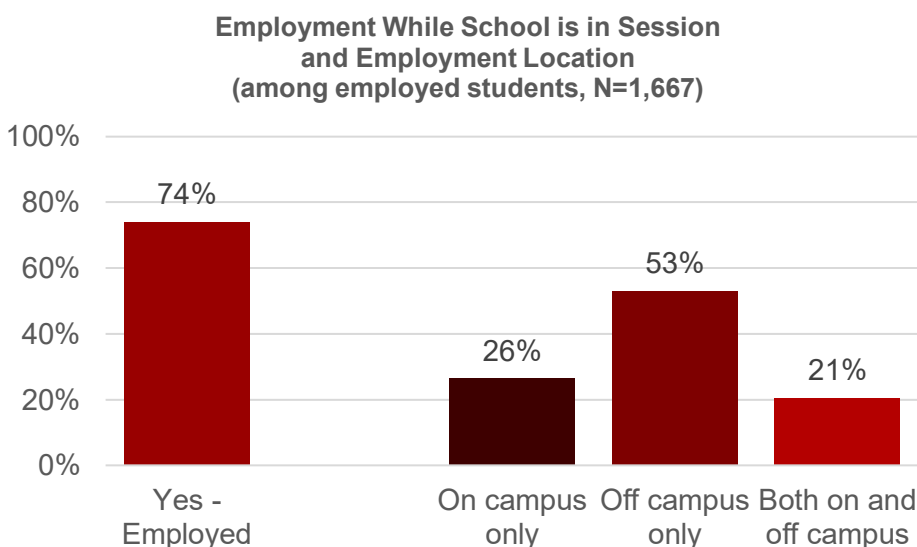
Figure 10: Received Job Offer from Work/Career-Related Experience (among respondents who completed any work/career-related experience N=1,493)



On- and Off-Campus Employment (Figures 11-13)

Three-fourths of graduating seniors (74%) indicated that they were employed during the AY 2024-2025 school year. Of those who were employed, a slight majority (53%) were employed only *off campus*, with over one-fourth employed only *on campus* (26%), and nearly one-fifth working *both on and off campus* (21%).

Figure 11: Employment in Past Year (N=2,328)



Students working *off campus* were much more likely than those working *on campus* to work more than 20 hours per week (28.2% vs. 7.5% respectively). On-campus jobs, however, were slightly more likely than off-campus jobs to be directly related to their academic major (39.0% and 32.0%, respectively).

Figure 12: Number of Hours Worked (among employed students)

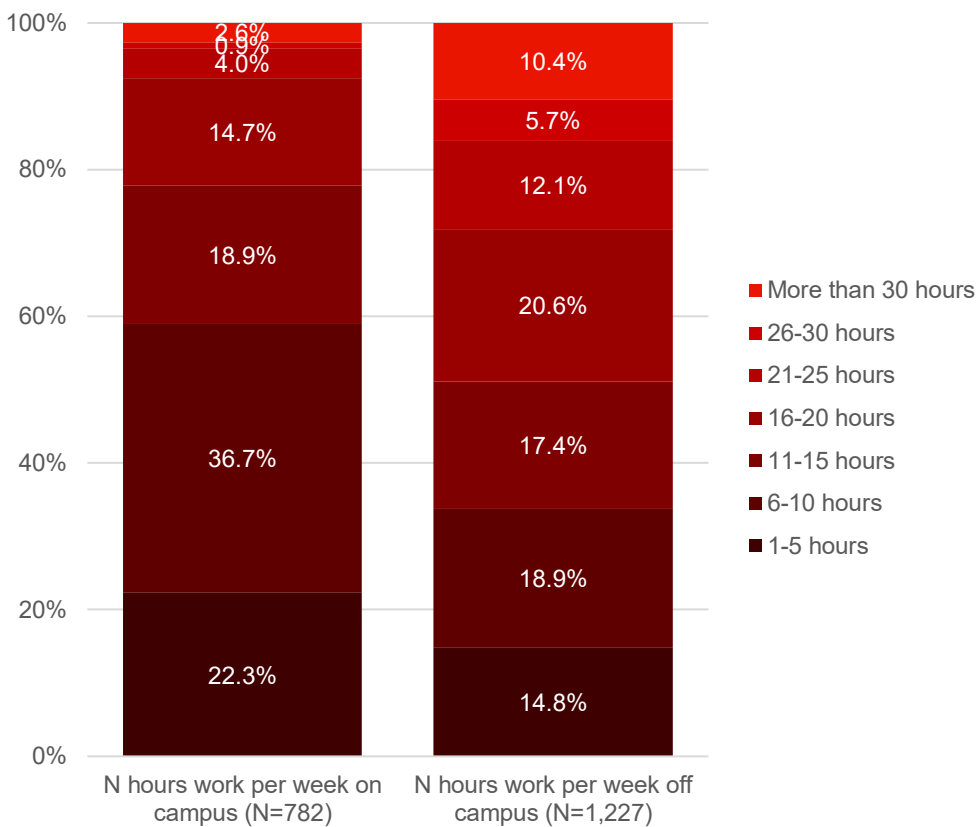
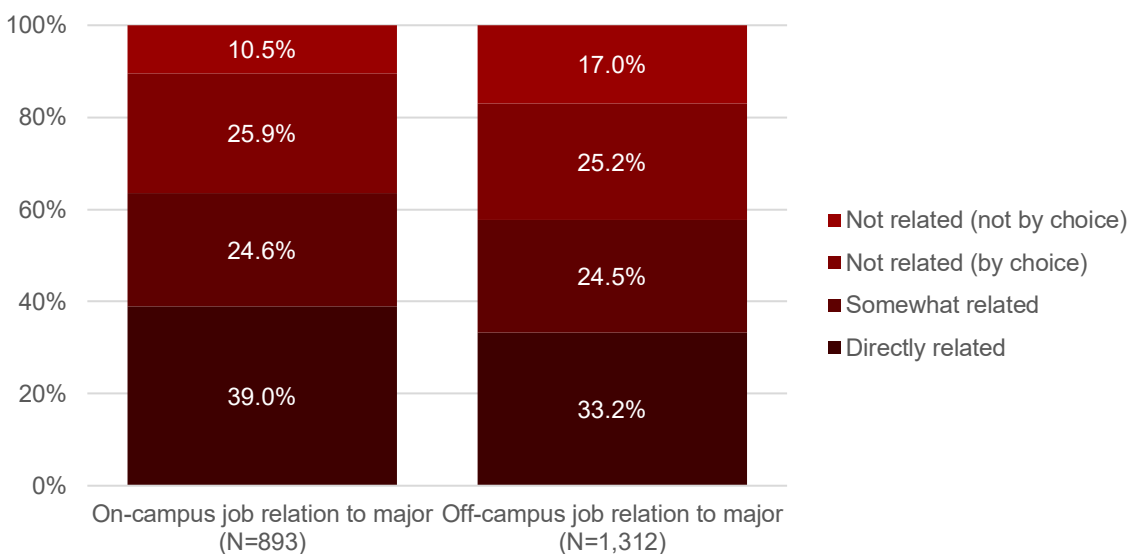


Figure 13: Job Relation to Academic Major (among employed students)



International Experiences (Table 23)

Fewer than one-in-five graduating seniors reported having an international experience through NC State, such as a study abroad, service trip, internship, or international research project (16%).² The most common international experience, reported by just over 10% of students, was a *study abroad for a summer or short term* (11.6%), with another 5% participating in a *study abroad for one semester or longer* (5.2%). Less than two percent had gone on an *international service trip organized by NC State* (1.9%), had an *international internship* (1.0%), done a *research project outside of the U.S.* (1.1%), or done *student teaching outside of the U.S.* (0.3%).

Table 23: International Experiences through NC State

	%	N
Study Abroad for a summer or short term	11.6%	265
Study Abroad for one semester or longer	5.2%	118
International service trip organized by NC State (e.g., Student Leadership and Engagement, Office of International Services)	1.9%	44
International internship	1.0%	24
Research project outside of the U.S.	1.1%	26
Student teaching outside of the U.S.	0.3%	6

*Respondents could select multiple experiences

Campus Involvement (Table 24)

Seniors were asked about their co-curricular activities, specifically about the campus organizations/programs in which they were involved while at NC State. Close to 40% reported being involved in *organizations/clubs related to their major* (38.0%). The next most commonly mentioned organization or program was *intramural/recreational sports/club teams* (24.1%), followed by *religious organizations* (11.7%), and *social fraternity/sorority* (11.3%).

² Note that the percentage reflects those having any of the experiences asked about; students could have had more than one type of international experience, and could have participated multiple times in a given type of experience.

Table 24: Extracurricular Involvement at NC State*

	%	N
Organization/club related to your major	38.0%	870
Intramural/Recreational sports, club teams	24.1%	551
Religious organization	11.7%	269
Social fraternity/sorority	11.3%	258
Honor/professional fraternity/sorority	8.1%	186
Visual/Performing Arts/Music organization	7.1%	163
University Honors Program	6.8%	155
International/cultural organization	6.0%	137
Service organization	5.8%	133
University Scholars Program	5.6%	129
Academic scholarship program (Caldwell, Park, Goodnight, etc.)	5.5%	125
Peer mentoring/coaching program	5.5%	127
Environmental/sustainability organization	5.1%	117
Student Media/Publication	3.6%	83
Inter-Residence Council, Hall/Area Council, National Residence Hall Honorary, Living-Learning Village Council	3.1%	72
Political/Issue organization	2.6%	60
Student Government	1.4%	32
Varsity athletic team	1.3%	29
ROTC	1.2%	28
Union Activity Board organization	0.8%	18

*Respondents could select multiple programs/organizations

Community Service Experiences (Table 25; Figure 14)

Half of the graduating seniors reported participating in at least one community service project during their final two years at NC State, with 20% participating in service activities sponsored by two or more different departments/organizations at NC State.³ Over one-third of graduating seniors indicated they had participated in community service activity through an *NC State club or organization* (35.9%) and over one-fourth participated in a *service activity sponsored by the university* (e.g., *Blood Drive, Packapalooza, Feed the Pack Pantry*) (26.8%). More than 10% said they were involved in a *service activity sponsored by either Greek Life or a fraternity/sorority* (13.2%) or

³ Note that the percentage reflects those having any of the experiences asked about; students could have had more than one type of service experience, and could have participated multiple times in service activities sponsored by the same department/organization.

sponsored by an *NC State academic college or department* (12.6%). In addition, just over one-fourth of graduating seniors indicated that in the past two years they had been *engaged in service in the community as a volunteer, not for course credit* (27.3%).

Of those who had a community service experience, four in five said the experience contributed “very much” (41.0%) or “somewhat” (41.0%) to their personal and professional growth.

Table 25: Participation in Community Service Over the Past Two Years, By Sponsor*

	%	N
Service activity sponsored by an NC State organization or club	35.9%	823
Service in the community as a volunteer, not for course credit	27.3%	625
Service activity sponsored by NC State (e.g., Blood Drive, Packapalooza, Feed the Pack Pantry)	26.8%	613
Service activity sponsored by Greek Life or a fraternity/sorority	13.2%	303
Service activity sponsored by an NC State academic college or department	12.6%	288
Service activity sponsored by an NC State honors or scholars program	7.0%	160
Service activity sponsored by a non-academic center, unit, etc. at NC State (e.g., Leadership and Civic Engagement, Women's Center, Sustainability Office)	5.4%	124
A service-learning course for credit in which you were involved in a community-based project	4.2%	97
A community service activity through an NC State organization/department, but don't know or don't remember exactly who sponsored it	7.7%	177

*Respondents could select multiple sponsors

Figure 14: Contribution of Service Activity to Professional/Personal Growth (among respondents who participated in a service activity within the past two years; N = 1,365)

