

**North Carolina State University**  
**2016-2017 National Survey of Student Engagement:**  
**Open-Ended Response Summary**

The National Survey of Student Engagement (NSSE) collects feedback from first-year and senior students on the time and energy they devote to engaging in meaningful academic experiences and other high-impact practices. NC State participates in the survey on a triennial basis, most recently in Spring 2017.

The survey, offered online to all first-year and senior students, had a 16 percent overall response rate, with 625 first-year students and 675 seniors participating in the survey. There were no significant gender or racial/ethnic differences between survey respondents and the first-year and senior classes.

The survey included a single open-end question, asking respondents to comment in their own words on:

***What has been most satisfying about your experience so far at this institution, and what has been the most disappointing?***

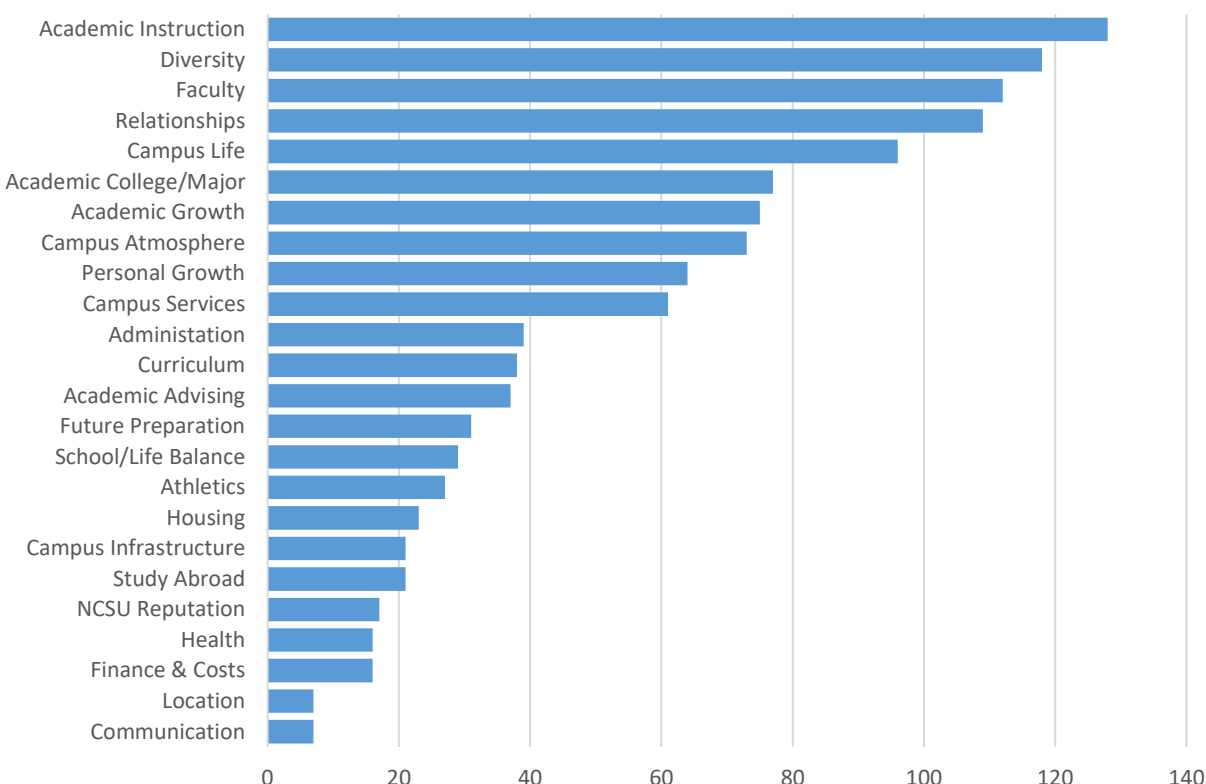
One-third of the students submitting a survey responded to the open-ended prompt (n=435). Seniors were overrepresented among those who responded to the open-ended prompt, comprising 57 percent of responses (n=247 vs 188 first-year students).

All responses were read and assigned codes based on themes raised in the comments, using a coding scheme originally developed for the 2014 NSSE. A total of 13 codes were used from the 2014 coding scheme: academic instruction, academic growth, future preparation, campus life, administration, campus atmosphere, campus infrastructure, school/life balance, diversity, NCSU reputation, finances, personal growth, and campus services. In order to capture additional themes commonly raised in the comments, 11 additional codes were added: Study abroad, athletics, academic advising, academic college/major, communication, curriculum, faculty, health, housing, location, and relationships. Additional subcodes were created for the two topics most frequently mentioned by participants: academic instruction and diversity. Greater detail about each theme is included in the respective sections below.

### **Overall**

Responses that contained multiple themes were coded for each theme mentioned. Altogether the comments from the 435 respondents resulted in 1,242 coded responses across the 24 different themes (see Figure 1). Students were mostly likely to mention things related to academic instruction (n=128), diversity (n=118), faculty (n=112), relationships (n=109), and campus life (n=96) as elements that have been most satisfying and/or disappointing about their time at NC State.

**Figure 1. Open-Ended Themes, Total Number of Times Mentioned**



Overall, by Satisfying and Disappointing (Figure 2)

Each response was further coded to clarify whether it was referring to something the student found satisfying or dissatisfying in their experience at NC State. Comments were generally more likely to focus on the positive, with 699 coded comments reflecting satisfaction with their experience at NC State, and 543 reflecting a level of dissatisfaction.

Comments reflecting satisfaction with the experience were most likely related to relationships (n=86), campus life (i.e., opportunities for involvement, clubs and organizations; n=78), academic instruction (n=65), academic growth (n=63), personal growth (n=62), and faculty (n=61).

Respondents were most likely to report disappointment with academic instruction (n=63), diversity (n=63), and faculty (n=51).

There are often large differences in the number of comments reflecting satisfaction versus dissatisfaction in a given area. Comments related to the following are much more likely to indicate satisfaction than dissatisfaction among students overall:

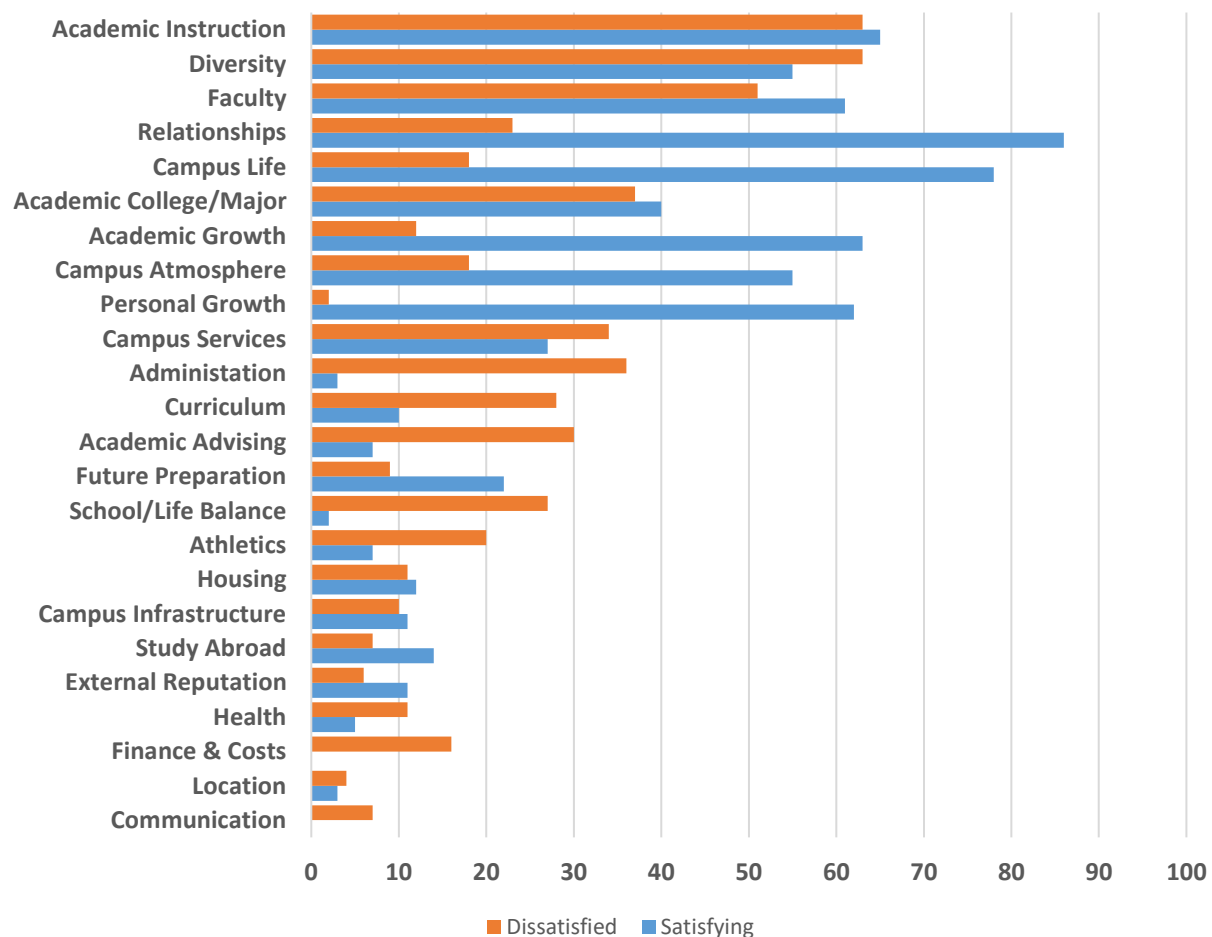
- Relationships
- Campus life
- Academic growth
- Campus atmosphere

- Personal growth

In contrast, comments related to the following are much more likely to indicate dissatisfaction than satisfaction among students overall:

- Administration
- Curriculum
- Academic advising
- School/life balance
- Athletics
- Finance / Costs
- Communication

**Figure 2. Open-Ended Themes, Total Number of Times Mentioned (broken out by whether satisfied or dissatisfied)**



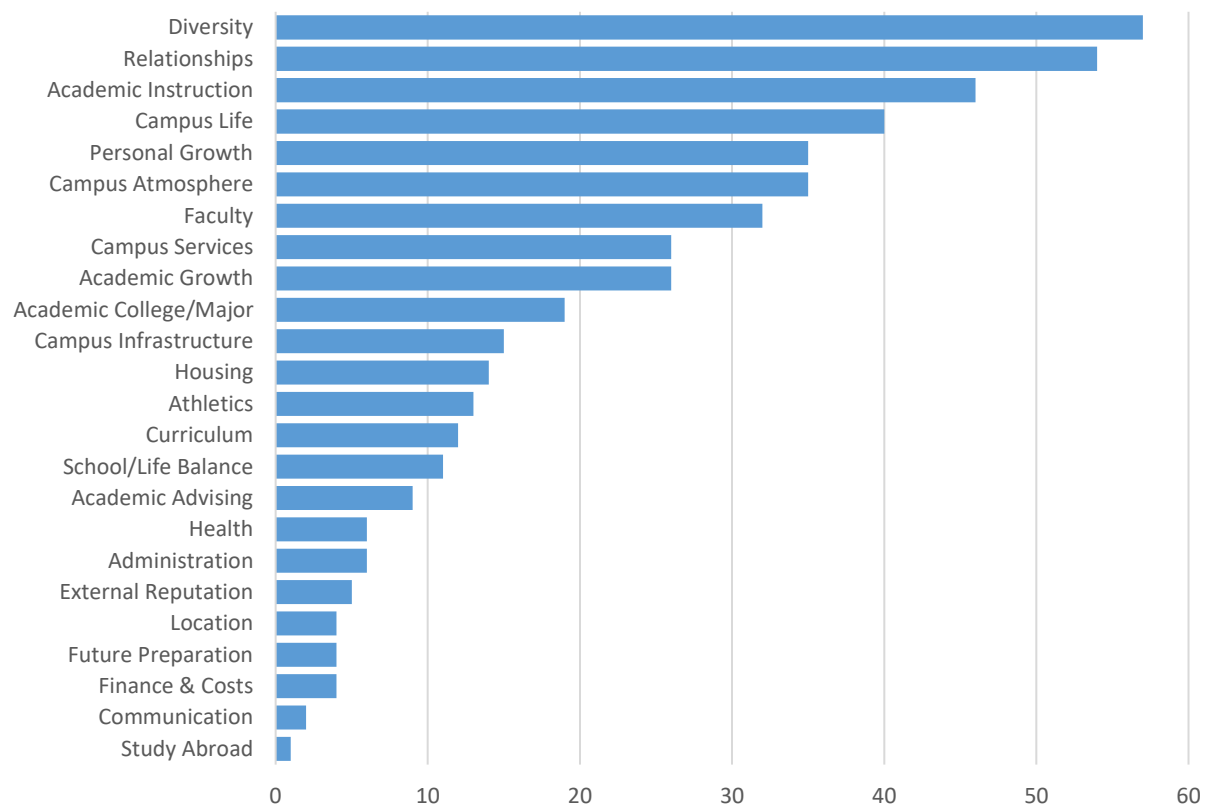
## First-Year Students

Thirty percent of first-year respondents to the NSSE survey provided open-ended comments (n=188).

### Overall (Figure 3)

First-year respondents to the open-ended prompt were most likely to mention diversity (n=47), relationships (n=54), academic instruction (n=46), and campus life (n=40).

**Figure 3. Open-Ended Themes, Total Number of Times Mentioned by First-Year Students**



### Satisfaction and Disappointment (Figure 4)

First-year students were much more likely to offer a comment about something they were satisfied with (n=289) than something they were disappointed by (n=187). They were most likely to mention being satisfied with their experiences related to relationships (n=43), campus life (i.e., opportunities for involvement, clubs and organizations; n=34), personal growth (n=33), campus atmosphere (n=31), and diversity (n=31).

Responses from first-year students were mostly likely to include statements expressing disappointment with diversity (n=26), academic instruction (n=22), campus services (n=16), and faculty (n=15).

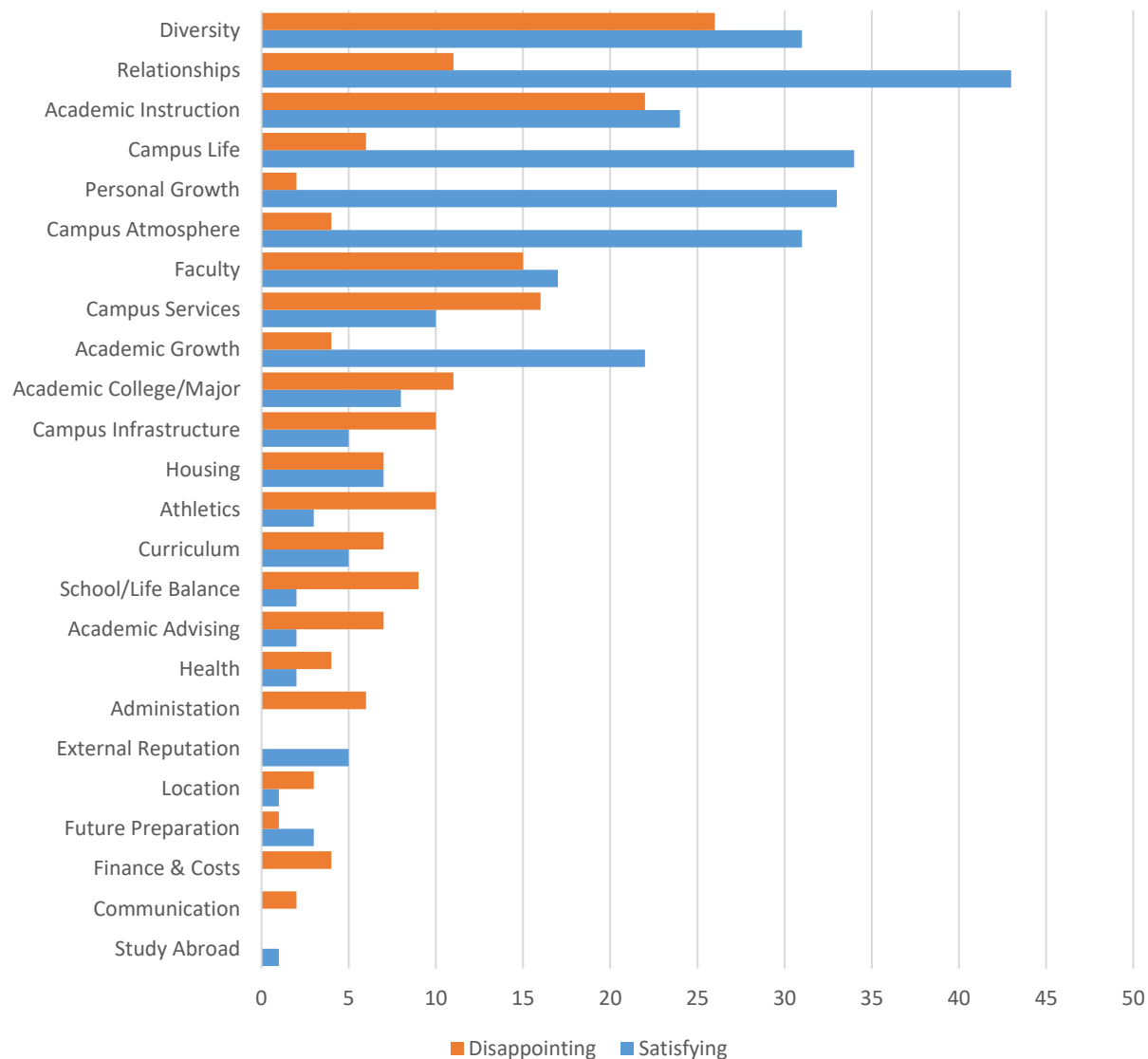
As noted above, comments related to diversity were among the most common themes raised by first-year students both as something they were satisfied with and as something in which they were disappointed. Students were also fairly equally divided in their experiences related to academic instruction, faculty, and housing. First-year students, however, were much more likely to express positive experiences rather than negative experiences with:

- Relationships
- Campus life
- Personal growth
- Campus atmosphere
- Academic growth

Again, while first-year students offered far more positive than negative comments, they were notably more likely to express disappointment rather than satisfaction with the following:

- Campus services
- Athletics
- School/life balance
- Administration
- Finances and costs

**Figure 4. Open-Ended Themes, Total Number of Times Mentioned by First-Year Students (broken out by whether satisfied or dissatisfied)**



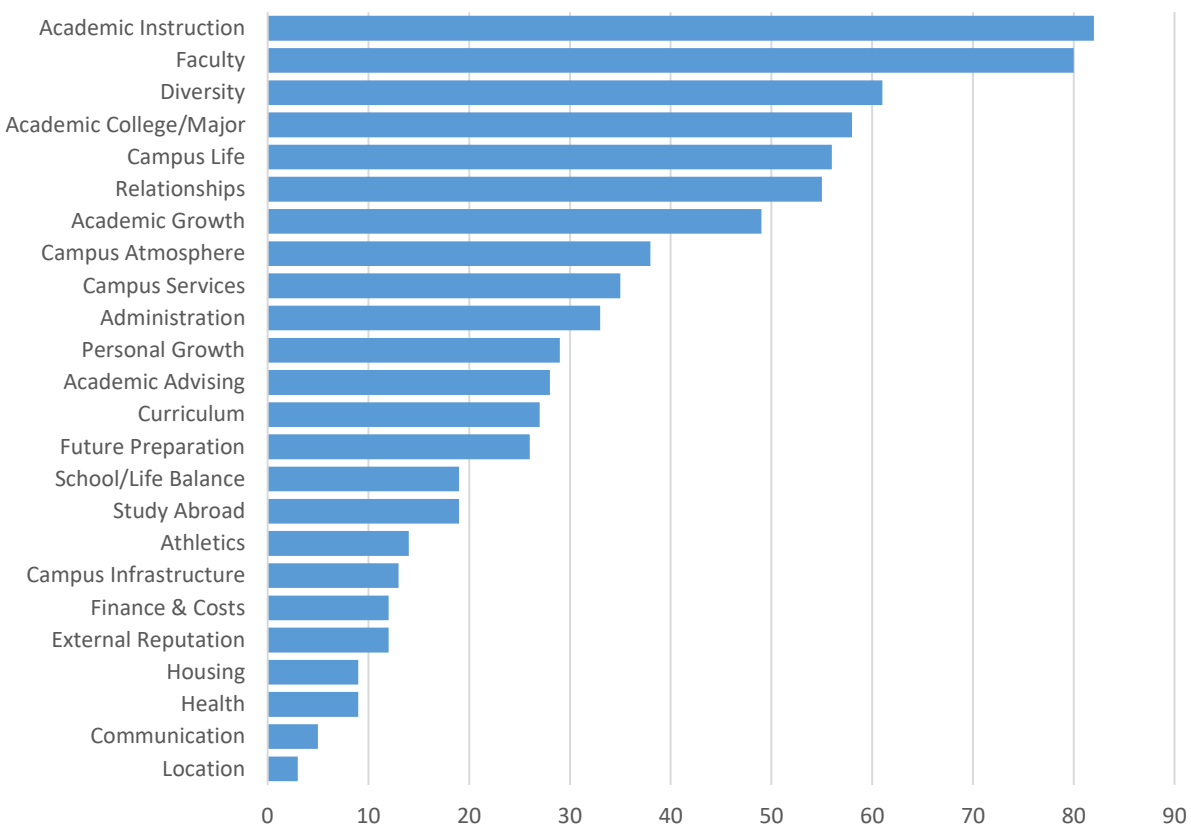
## Seniors

Forty percent of senior respondents to the NSSE survey (n=675) provided open-ended comments (n=247).

### Overall (Figure 5)

Senior respondents to the open-ended prompt were most likely to mention academic instruction (n=82) and faculty (n=80).

**Figure 5. Open-Ended Themes, Total Number of Times Mentioned by Seniors**



**Satisfaction and Disappointment (Figure 6)**

Seniors were fairly evenly divided in offering comments about something they were particularly satisfied with (n=410) and something in which they were disappointed (n=359). Seniors were mostly likely to express satisfaction with campus life (i.e. opportunities for involvement, clubs and organizations; n=44), faculty (n=44), relationships (n=43), academic growth (n=41) and academic instruction (n=41).

Seniors were mostly likely to express disappointment with experiences related to academic instruction (n=41), diversity (n=37), faculty (n=36), administration (n=28), and academic college/major (n=26).

As indicated above, seniors were just as equally likely to mention academic instruction in a favorable way as in an unfavorable way. Similarly, experiences related to faculty, academic college/major, campus services, and campus infrastructure were mixed. Otherwise, for the most part when a theme was raised the large majority of seniors mentioning it were satisfied or the majority were dissatisfied. Seniors were far more likely to be satisfied than dissatisfied with:

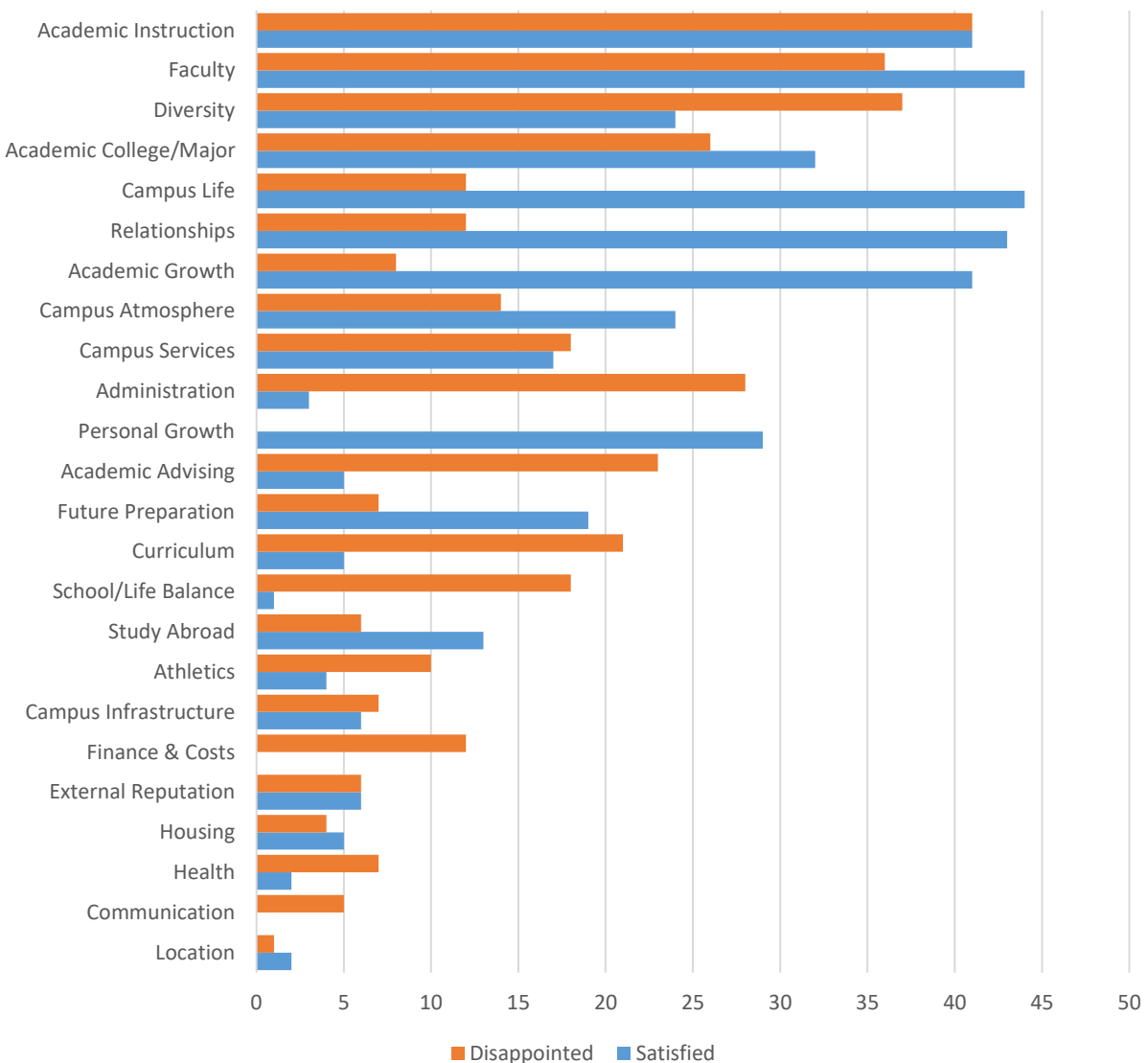
- Campus life
- Relationships
- Academic growth
- Personal growth

- Future preparation
- Study Abroad

Seniors were far more likely to be dissatisfied than satisfied with:

- Administration
- Academic advising
- Curriculum
- School/life balance
- Finances / costs
- Health
- Communication

**Figure 6. Open-Ended Themes, Total Number of Times Mentioned by Seniors (broken out by whether satisfied or dissatisfied)**



### First-Year Students Compared to Seniors

There are notable differences between first-year students and seniors in what they are likely to comment on as a favorable versus disappointing experience at NC State.

Figure 7 presents the percentage of all comments that were coded into a given theme as a positive response, separately for first-year students and seniors. Seniors were far more likely than first-year students to have mentioned academic-related experiences as being something in which they were particularly satisfied, most notably as related to the following themes:

- Academic college/major
- Faculty
- Study abroad
- Academic growth
- Academic instruction

First-year students, who of course at the time of the survey had only spent just over a semester at NC State, were more likely than seniors to comment favorably on more social and cultural aspects of their experiences, specifically as related to:

- Campus life
- Diversity
- Relationships
- Personal growth

**Figure7: Percent of “Satisfied” Coded Comments in Theme, by Academic Class**

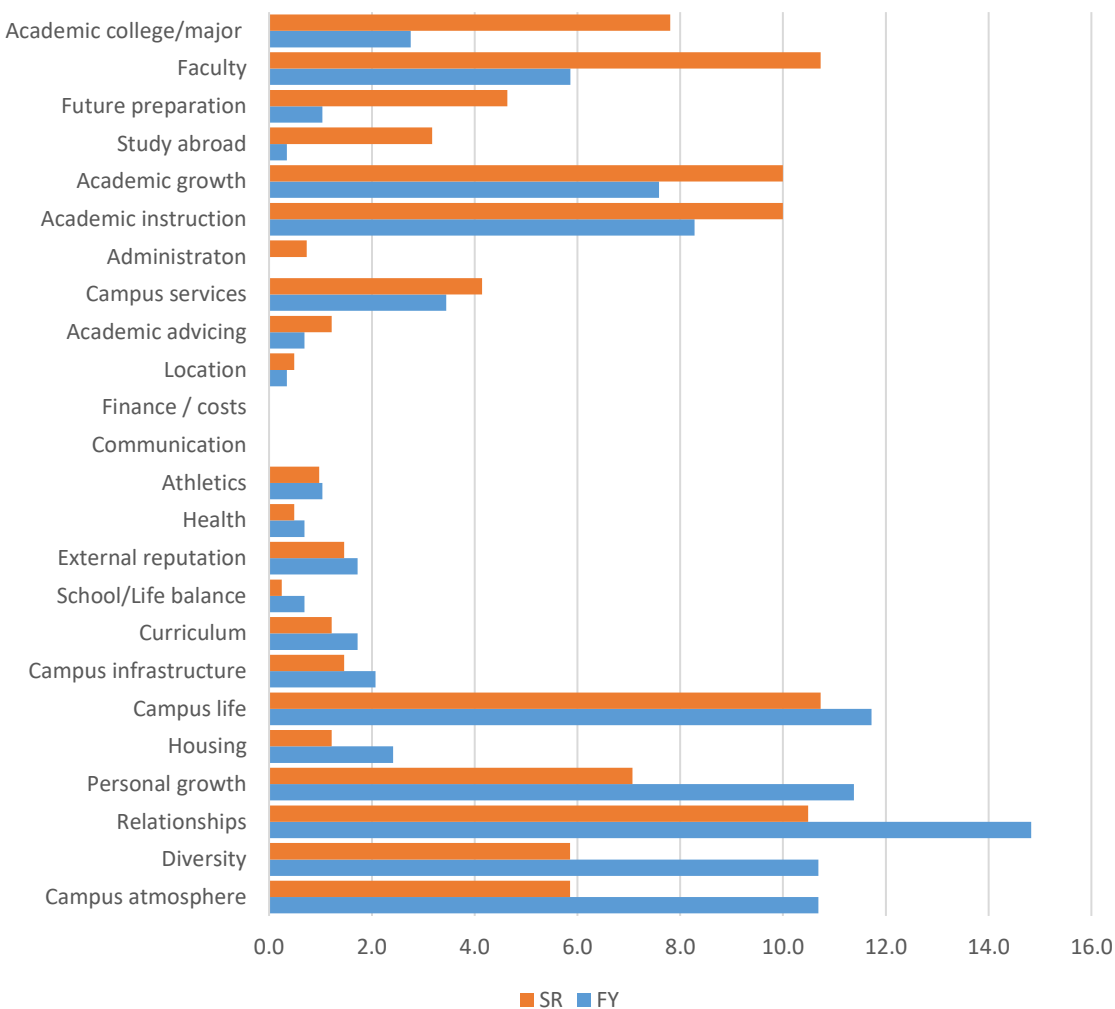


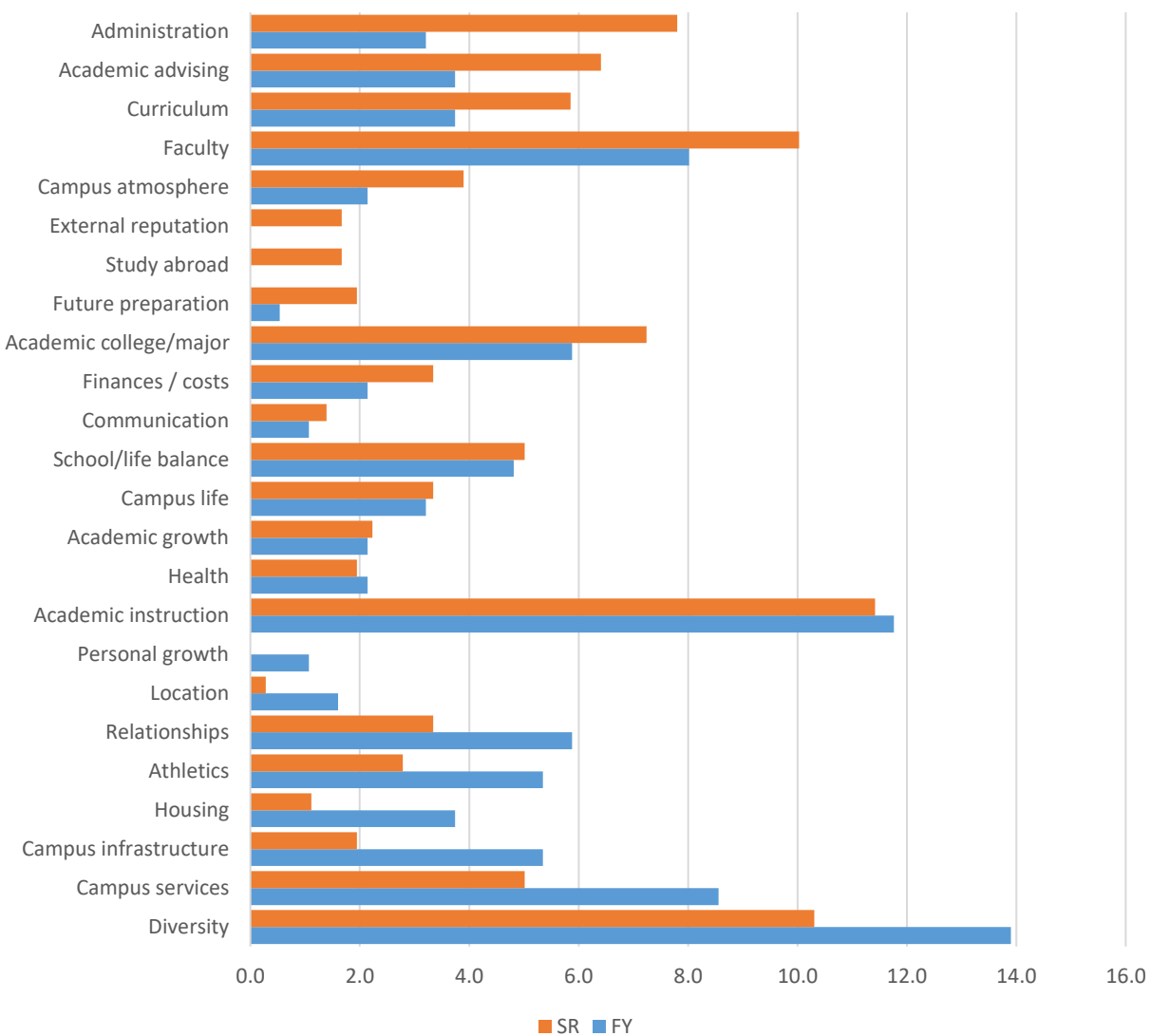
Figure 8 presents the percentage of all comments that were coded into a given theme as a negative response, separately for first-year students and seniors. While there are differences between seniors and first-years students in what they mention as something in which they are disappointed, those differences are not widespread or large. Seniors were notably more likely than first-year students to mention being disappointed in experiences related to:

- Administration
- Academic advising

First-year students, on the other hand, were more likely than seniors to mention being disappointed in experiences related to:

- Diversity
- Campus services
- Campus infrastructure

**Figure 8: Percent of “Dissatisfied” Coded Comments in Theme, by Academic Class**



## Responses by Theme

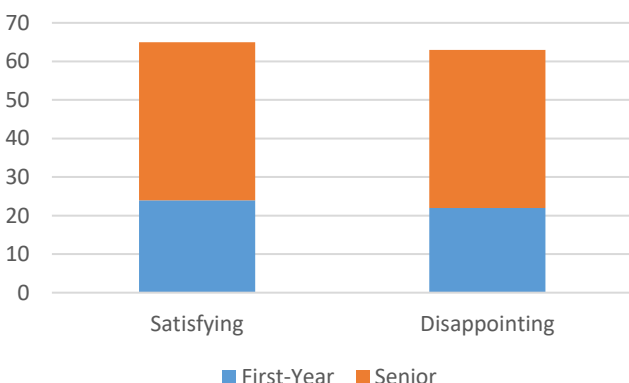
In the following sections, each theme is further described and presented, ordered by the number of comments the topic received.

Respondents were most likely to provide comments that related to academic instruction and diversity. Because of the high number of responses coded into these two categories, and the near-equal splits between comments that expressed satisfaction and disappointment with each, these two themes have been broken down into sub-themes as well.

### Academic Instruction

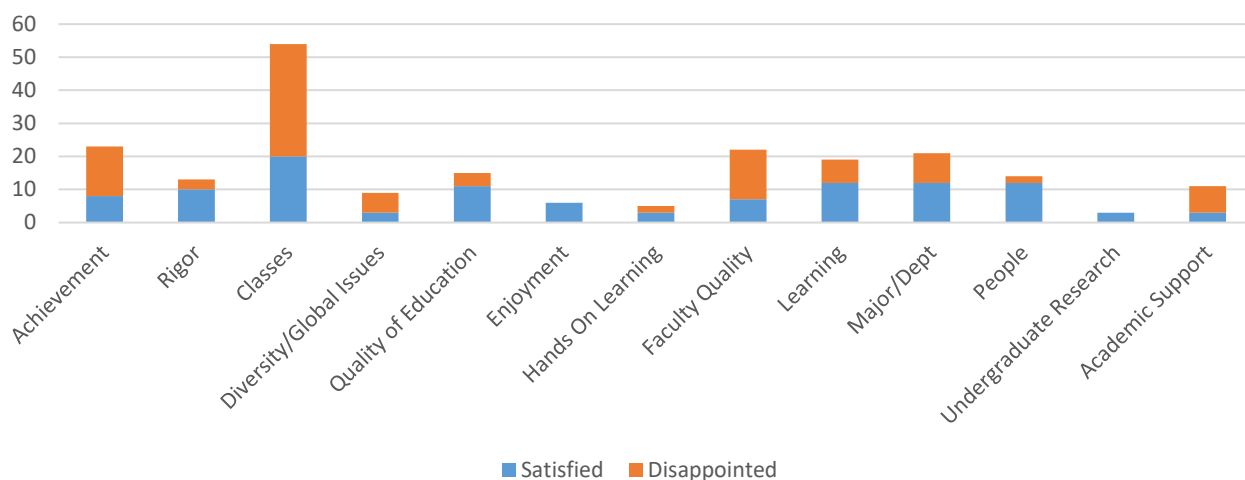
The theme garnering the highest number of responses, and the most controversial responses (greatest numbers of satisfied and disappointed mentions) was academic instruction (n=128). Academic instruction included content delivery, course assignments and projects, online courses, and academic performance and achievement. Overall, 65 responses indicated high levels of satisfaction with academic instruction, while 63 indicated disappointment. Seniors (n=82) were more likely than first-year students (n=46) to discuss academic instruction.

**Figure 9. Responses about Academic Instruction**



To further understand the complexity of issues related to academic instruction that respondents most commonly discussed, a new coding schema was created specific to this theme. Academic instruction comments were coded into 13 sub-themes: academic achievement, rigor, classes (which included specific class experiences, class quality, workload, and class availability), diversity and global issues, the quality of education, enjoyment of academic experiences, hands on learning opportunities, the quality of faculty members, learning, majors and departments (including minors and concentrations), people (including classmates, faculty, and academic staff members), undergraduate research, and academic support (Figure 10).

**Figure 10: Academic Instruction Responses by Subthemes**



#### Academic Instruction Subthemes: Satisfying

Of these subthemes, respondents were mostly likely to describe satisfaction with classes (n=19); specific majors and/or departments (n=12); learning (n=12), and people (n=12).

Examples of comments from respondents who expressed satisfaction with classes, including specific class experiences, quality, workload, and availability:

- *“The most satisfying has been my current capstone course which has had the richest leadership material I have been exposed to...”*
- *“...A standout course for me was not actually part of my major. It was Humans and the Environment taught by Nell Kriesberg. There were some readings in that class that changed my thinking, and I'm middle aged...”*
- *“I have loved the diverse perspectives and lively discussions in each of my classes with other students who are just as excited to share their opinions...”*

Examples of comments from respondents who expressed satisfaction with specific majors and departments, including minors and concentrations:

- *“The most satisfying part about my experience has been the quality of education and dedication of the professors in my major, Elementary Education...”*
- *“The PCOM Entrepreneurship Concentration and the Entrepreneurship Clinic have helped me build a skillset and network that I could never have imagined my Freshman year...”*
- *“Most satisfying: I have really really liked the sociology department. The course offerings and faculty have been excellent and I have gotten the opportunity to do research with a professor...”*

Examples of comments from respondents who expressed satisfaction with learning:

- *“Most satisfying- taking higher level classes and realizing how much I have learned over the years and how it all ties together and makes so much sense...”*
- *“Great classes, learned a lot...”*

- *"I took a religion and political science class and really felt like I was challenged and learned a lot..."*

Examples of comments from respondents who expressed satisfaction with people:

- *"Most satisfying is how respectful students are when coming together to do classwork that involves topics out of their comfort zone."*
- *"My most satisfying experience has been being in a small major and being close to my classmates and professors. We can talk about issues outside of class and work on problems together..."*
- *"I'm stuck between the most positive experiences being either the students around me and my academic career (i.e. classes offered and professors)."*

Other comments expressed satisfaction with the overall quality of the education that respondents had received, academic challenge and rigor, and suggested enjoyment of academic experiences.

#### Academic Instruction Subthemes: Disappointing

Of these subthemes, respondents were mostly likely to describe disappointment with classes (n=34); academic achievement (n=15); and faculty quality (n=15).

Examples of comments from respondents who expressed disappointment with class quality, workload, and availability:

- *"...I have been let down by some of the introductory courses and the redundancy they feature."*
- *"I was excited to take on-line classes because it was so much easier than trying to schedule classes around my job. I quickly found out that on-line classes were much more time-consuming than on-campus classes, and I tried to avoid on-line classes as much as possible..."*
- *"The most disappointing would be how much work my classe[s] involve."*

Examples of comments from respondents who expressed disappointment with achievement:

- *"...most disappointing- having to retake biology 181 and 183: [I] passed the class from high school with an A but the [AP] exam with a 3 and [I] didn't qualify, but biology has been by far, my least favorite thing ever."*
- *"...The most disappointing was failing my very first math class here at NC State, and my FYC advisor telling me I "would never make it" in a math related field."*
- *"...The most disappointing thing is seeing how one bad teacher or one bad mistake can hurt a [students'] grade so much."*

Examples of comments from respondents who expressed disappointment with faculty quality:

- *"...When I decided to attend NC State my wish was to be taught and not just graded on how I taught MYSELF the information. The majority of professors here do not care if you pass or fail their class. They simply show up, teach and go*

*home. I have taught myself the majority of the material for my classes and the key to succeeding here is simply memorizing information...”*

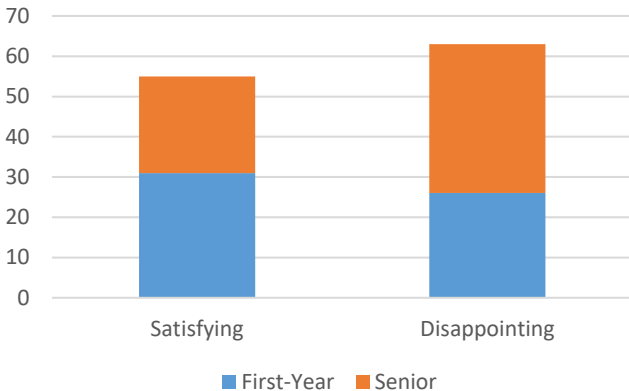
- *“The most disappointing experience was my first Physics class because the teacher made tests that were nothing like the homework or readings and didn't give adequate ways to prepare for exams....”*
- *“...The most disappointing might be that some of the professors do not teach their respective classes that well, but this is at little fault to NCSU as a whole.”*

Other comments suggested disappointment with the lack of academic support provided by faculty and other academic staff, a lack of learning, disappointment with a specific major, department, minor, or concentration, and the lack of global issues and/or diversity incorporated into academic instruction and experiences.

### Diversity

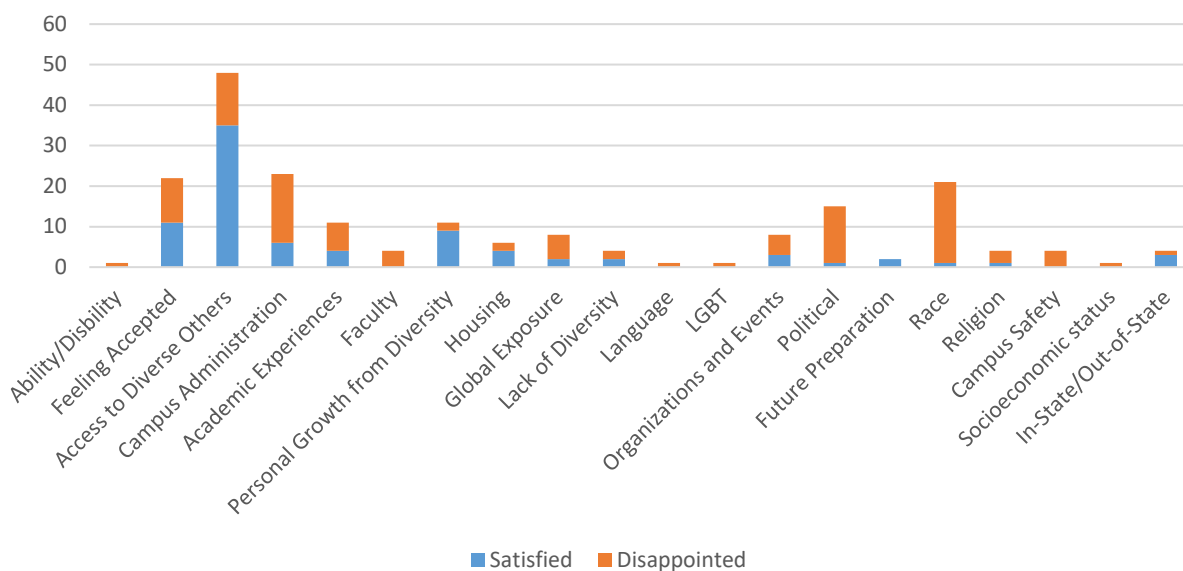
Diversity was the second-most common theme mentioned in open-ended responses (n=118). Overall, 54 comments referenced diversity-related experiences as among the most satisfying parts of their time at NC State, while 64 mentioned diversity as one of the most disappointing aspects of their experience. First-year students were more likely than seniors to express satisfaction with diversity (n=31 and n=24, respectively), whereas seniors were more likely than first-year students to describe disappointment with diversity at NC State (n=37 and n=26, respectively).

**Figure 11. Responses about Diversity**



To further understand the complexity of issues related to diversity that respondents most commonly discussed, a new coding schema was created. Diversity comments were coded into 20 subthemes: ability/disability, feeling accepted, access to diverse others, campus administration, academic experiences, faculty, personal growth from diversity, housing, global exposure, lack of diversity, language, LGBTQ, organizations and events, political, future preparation, race, religion, campus safety, socioeconomic status, and in-state/out-of-state (Figure 12).

**Figure 12: Diversity Responses by Subthemes**



### Diversity Subthemes: Satisfying

Respondents who mentioned diversity as one of the most satisfying parts of their experience at NC State were most likely to have commented on their access to diverse others, including interactions and relationships with peers; the acceptance of differences on campus; and personal growth inspired by exposure to diversity.

Examples of comments from respondents who expressed satisfaction with access to diverse others:

- *“The most satisfying thing about my experience here has been my ability to meet all different types of people of various ethnicities, nationalities and economic backgrounds and hearing what they think from their unique perspective on domestic and international topics that are social, political and beyond...”*
- *“The most satisfying experience has been meeting other people of all different backgrounds and cultures. It has really opened my eyes to see just how different every person can be...”*
- *“Most satisfying: meeting people from other parts of North Carolina that have shown me different views of the world...”*

Examples of comments from respondents who expressed satisfaction with the acceptance of diversity:

- *“It has been very satisfying that the institution is not one that accepts many and excludes one, but has something for everyone...”*
- *“Satisfying - Finding people who accept me regardless of my identity...”*
- *“I really like how everyone includes one another and it's very diverse...”*

Examples of comments from respondents who expressed satisfaction with personal growth as it related to diversity:

- *“Most Satisfying: Meeting and befriending people who are different than me and having the opportunity to learn from them and work with them...”*
- *“I love the community and the diversity, it has opened my eyes to the different types of backgrounds people have...”*
- *“The most satisfying thing I have experienced at NC State is going to all the different events that this school has to offer. This institution is extremely involved with getting its students to go outside of their comfort zone, and to try new and different things. I didn't grow up in an extremely diverse neighborhood, so seeing the diversity of the students and organizations at this institution makes me comfortable and excited for the future...”*

Other respondents applauded the university's administrative efforts related to diversity, and expressed appreciation for experiences related to diversity in class, housing situations, and within campus organizations and events. Two respondents embraced the lack of diversity on campus.

#### Diversity Subthemes: Disappointing

Respondents who cited diversity as one of the most disappointing parts of their experience at NC State were most likely to have mentioned race, in terms of the lack of racial diversity, lack of support for racial minorities, and race-related issues and tensions on campus; administrative responses and messaging regarding diversity; and political diversity, particularly in the context of the 2016 presidential election.

Examples of comments from respondents who expressed disappointment with racial diversity:

- *“...As a multicultural student, the most disappointing has been the cultural insensitivity and the microaggressions I've personally experienced or witnessed from other students and there not being strong repercussions for their actions...”*
- *“...The fact that racism and injustice is still present despite the fact that it is suppose[d] to be an inclusive school is very disappointing.”*
- *“...Disappointing- did not see enough people of my racial and economic background (young, urban, black males). Therefore, it was not easy to develop friendships, because I felt there were few who I could relate to.”*

Examples of comments from respondents who expressed disappointment with administrative responses to diversity issues:

- *“...While NC State does emphasize diversity, and provides some outlet for the expression of student concerns, it doesn't provide enough of an outlet for students to have a powerful voice in addressing the issues that are most important to them -- whether it be trans rights, women's rights, the Black Lives Matter movement, workers' rights, indigenous rights, environmental justice, animal rights, or any number of important issues. I think the institution needs to do a better job of providing a platform for students to address serious social problems, not only on campus, but in the rest of the world...”*
- *“...I think that NCSU can go farther in insuring that the campus is a safe and welcoming place for everyone by cracking down on hate speech on social media*

outlets and by providing campus wide education programs on sexual assault awareness, in the same way that is does for alcohol awareness. As a woman that has experienced both minor incidences of catcalling as well as a sexual assault on campus, I want to be able to feel safe and comfortable in speaking up about it, but I currently do not.”

- “I watched as Africana Studies was purged from my [institutions’] offerings. [This] purging my only way to learn about the identity that defines me most, especially in society. I feel like my institution has failed me on a level that in unprecedented...We preach diversity, but do nothing to foster and grow it.”

Examples of comments from respondents who expressed disappointment with political diversity:

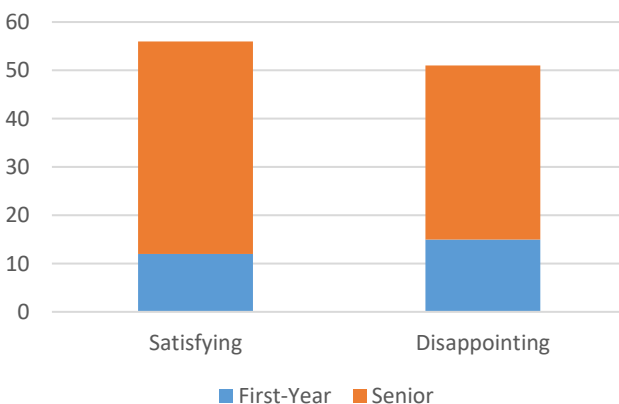
- “...The most disappointing thing about my experience has been the amount of political tension as a result of the election, and feeling unwelcome in my dorm as a result.”
- “...Disappointing- lack of conservative opinions coupled with the alienation of white males from diversity activities.”
- “...Although this school is really focused on diversity and bringing students from different backgrounds together, I felt like (especially with this [years’] presidential election year) this school is still extremely divided in beliefs and overall goal, as a school...”

Other areas where students expressed disappointment related to access to diverse others, feeling accepted, and academic experiences.

## Faculty

One hundred and seven students referred to their experiences with faculty members in their comments, including in-class experiences attributed to faculty, accessibility of and interactions with faculty members, and participation in undergraduate research. Eighty seniors commented on faculty, compared to only 27 first-year students, with slightly more comments describing satisfaction with faculty (n=36) than disappointment (n=31; Figure 13).

**Figure 13. Responses about Faculty**



Examples of comments from respondents who expressed satisfaction with their experiences with faculty members:

- *“My professors have been very willing to have one on one conversations with each student if desired, including classes where there have been more than two hundred students...”*
- *“The family-like atmosphere of the College of Design has been indispensable. We have incredibly skilled and caring faculty who actively engage in our education and professional development, and are just really great people.”*
- *“Satisfying: I participated in 3 years of undergraduate research. Without a doubt, this experience most impacted who I am today and the aspirations that have. My work with Dr. Beisel opened the door to two REU experiences...As a result of my undergraduate work, I was a co-author on one publication and have been accepted to 4 PhD programs.”*

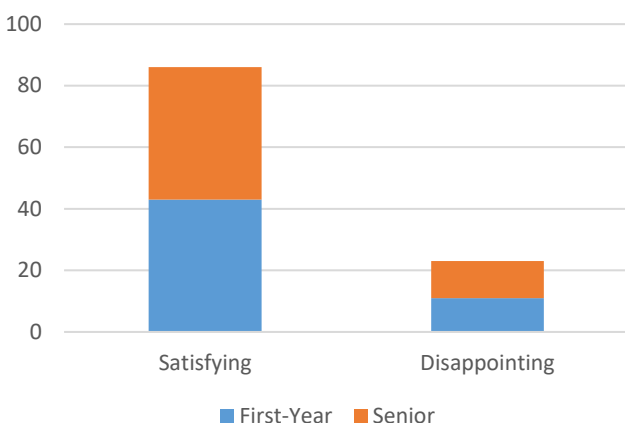
Examples of comments from respondents who expressed disappointment with their experiences with faculty members:

- *“My most disappointing [experience] was not being helped by professors after asking repeatedly for help or other resources to help me. I exhausted myself trying to pass several different classes with no help from the professor or tutorial centers.”*
- *“...The thing that's been most disappointing: A couple of professors who are really terrible at delivering lecture information still work at my college.”*
- *“...Teachers in large departments don't seem to show any interest in their students, and many teachers you get the feel the university is forcing them to teach to keep their research positions, so they take it out on the students. If a teacher consistently gets bad reviews, do not keep letting them teach! This is especially true for the beginning classes, if a student is taught the foundation horribly, how will they grasp the higher concepts? I'd also like to see more professors from "real" life, and not just doctors that have been sitting behind a desk for decades. They get biased and out of touch over time. Experience in the field is always a good thing!”*

## **Relationships**

One-hundred and nine comments referred to the relationships that students built at NC State, with comments equally distributed between first-year (n=54) and senior students (n=55), as shown in Figure 14. Overall, students respondents who commented on their relationships they built were more likely to do so in the context of sharing their satisfaction (n=86) than disappointment (n=23).

**Figure 14. Responses about Relationships**



Examples of comments from respondents who expressed satisfaction with relationships:

- *“Satisfying: the friends and connections that I have made over the years that I will never lose touch with...”*
- *“The most satisfying things are meeting new people and spending time with them inside and outside of class...”*
- *“The most satisfying experience I have had while at this university has been making friends...”*

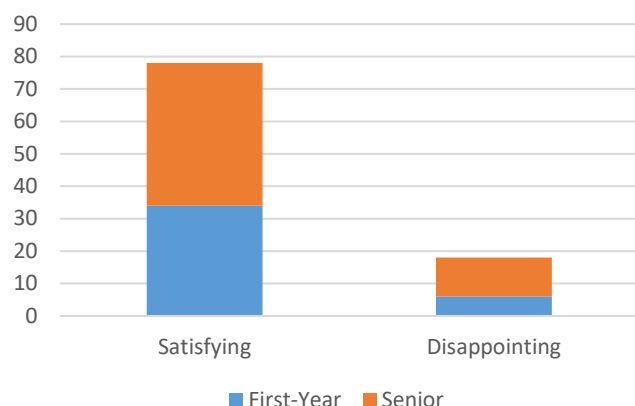
Examples of comments from respondents who expressed disappointment with relationships:

- *“...I haven't met a lot of people I would like to call my friend, and I feel as though a lot of people lack the same interest in philosophy or global events, or at least an interest in seriously discussing them. They don't seem unmotivated, they just seem focused on one area (engineering, science, math) and don't seem to want to learn about other issues in depth.”*
- *“...the most disappointing being that even so, it can get really lonely without any real friends to speak of. I have communities, not individual friends, it seems.”*
- *“...As far as disappointing, I would say that not making any friends or establishing a network of potential professional acquaintances. You only make friends if you join fraternities, outside of that you really can't socialize with that many people primarily working full-time and being a student full-time.”*

### **Campus Life**

Ninety-six comments referenced campus life, including events, organizations, opportunities to get involved, and Greek life. Comments related to campus life largely expressed satisfaction (n=78) as compared to disappointment (n=18). Seniors (n=56) were more likely than first-year students (n=40) to comment on campus life (Figure 15).

**Figure 15. Responses about Campus Life**



Examples of comments from respondents who expressed satisfaction with campus life:

- *“The opportunities has been most satisfying. There are hundreds of opportunities that students can participate in...”*
- *“The most satisfying experience so far has been to become part of the Caldwell Fellows program, through which I have learned deeply about myself through Myers Briggs and other assessments as well as about citizenship and global servant leadership...”*
- *“I love NC State. With such a large school, there is something for everyone, provided that you chose to get involved...”*

Examples of comments from respondents who expressed disappointment with campus life:

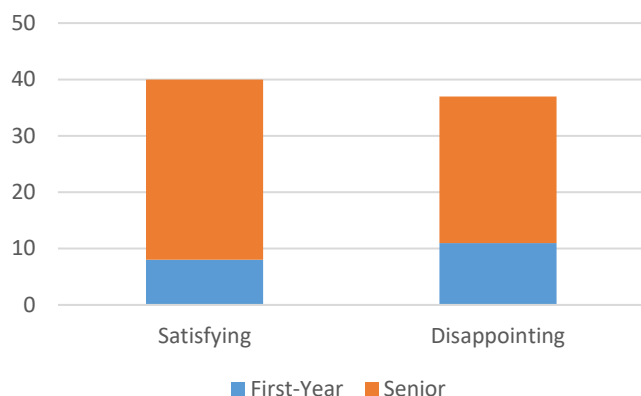
- *“...The most disappointing experience I guess was not hearing back from the badminton club, I'm not sure if it's still an ongoing club but I would love to join.”*
- *“Most disappointing-how the school treats [G]reek life. [Quit] dragging your feet on the new houses in [G]reek court...If you make rules stricter and stricter for fraternities and sororities, no one will want to join them. And do not make [G]reek life like some socialist "everyone is equal" scam. Let the fraternities and sororities that do well, thrive and do well...”*
- *“...The most disappointing factor in my experience has been the social life for sure. Some of the student organizations that I have joined are really unproductive for fostering friendships due to low participation and few activities, and I did not want to join a fraternity out of concern about the excesses like pledging and heavy partying...”*

### **Academic College/Major**

Seventy-seven comments focused on specific colleges and majors, also including comments related to specific departments, minors, and concentrations, and directly related experiences, support services, faculty, projects, and content. This theme also includes the availability of majors and the process of declaring or transferring majors. Respondents who referred to these areas in their comments were mostly senior students (n=58, compared to 19 first-year students), and were similarly likely to express

satisfaction (n=40) or disappointment (n=37) with the experiences mentioned (Figure 16).

**Figure 16. Responses about College/Major**



Examples of comments from respondents who expressed satisfaction with colleges and majors:

- *“I would say most satisfying experience would be majoring in STS. And disappointing would be that there are not many opportunities for STS students (As far as study abroad offerings, internships, etc.)”*
- *“The Paper Science and Engineering Department has been a beacon of learning and opportunity, which holds itself to a professional standard and focuses its services around the students themselves...”*
- *“Satisfying: Finding out that Textiles has more to offer than just fashion majors. (where I found my major at; PCC)...”*

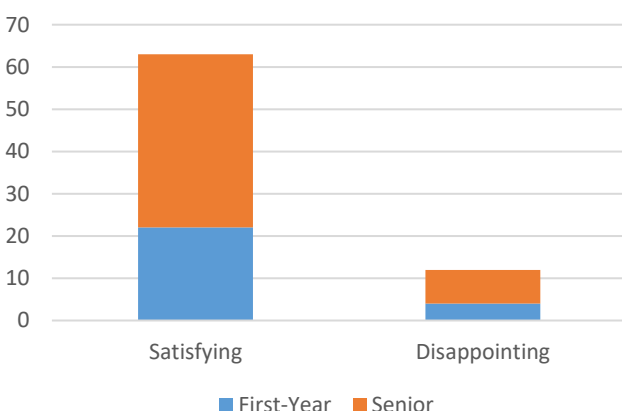
Examples of comments from respondents who expressed disappointment with colleges and majors:

- *“... [It's disappointing] that I cannot find a major in NCSU's [curriculum] that suits me best.”*
- *“...I have been disappointed with the treatment of students with declared minors. I have declared a Business Administration minor, and I have had difficulty every semester signing up for appropriate classes. For many classes, I am not allowed to register prior to the FIRST DAY OF CLASSES, and that causes stress on me as well as uncertainty in my schedule. There have been open classes with available seats from which I have been turned away, and I have become extremely frustrated with Poole College of Management in General.”*
- *“...I got lucky in that I found majors that are completely aligned with my interests. The most disappointing moment at the university was probably when I was a sophomore and I learned that the engineering department rarely accepts sophomore or junior transfers, even if they have higher GPAs than some other applicants...”*

## Academic Growth

Seventy-five responses featured comments about academic growth, with most (n=49) of these comments coming from seniors, 26 from first-year students. Students whose comments related to academic growth were predominantly satisfied in this area, with 63 comments that referenced academic growth as among the most satisfying parts of their time at NC State, and 12 expressing disappointment (Figure 17).

**Figure 17. Responses about Academic Growth**



Examples of comments from respondents who expressed satisfaction with academic growth:

- *“Most satisfying has been developing the ability to think critically in multiple areas of life and academia...”*
- *“By far the most useful and satisfying was the experience my faculty brought to my courses. The research opportunities based on their experience really encouraged [my] growth...”*
- *“The most satisfying part of my experience at this institution so far has been the difficulty of my courses. I very much enjoy the challenges they present for me and feel that I am being pushed to my full potential...”*

Examples of comments from respondents who expressed disappointment with academic growth:

- *“...One of the most important components of being a scientist and engineer is to be able to competently convey ideas in the public sphere. For this reason, I am disappointed that my undergraduate education did not significantly increase my public speaking abilities. Although a professional development course did have a section focused on speaking, little guidance was provided and critique was not constructive. I hope that the university makes a conscious effort to promote its students' development as public speakers.”*
- *“...In many of the classes there were way too many assignments to the point all I was doing was scrambling to complete assignments, which when multiplied by 4 and 5 classes made for a miserable semester. I felt I learned very little because there was no time to read or absorb anything. In my statistics class they threw so much material at us so fast, I could not keep up and learn a concept before having another shoved down my throat. I'm a very good student, and I literally*

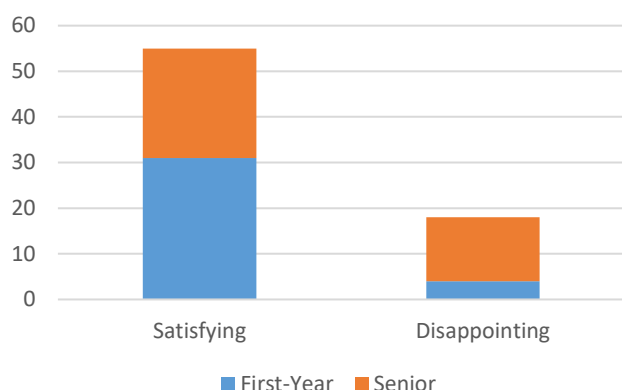
*spent hours upon hours trying to learn. I went to the tutoring center every single week, and only made a B because I went to every class and completed every lecture. Something needs to be done to be more responsive to the needs of the students...*

- *"...My disappointment has mostly been in myself and not attempting to succeed at this community."*

### Campus Atmosphere

Thirty-seven responses featured comments about the campus atmosphere, with first-year students and seniors about equally likely to comment on this topic (n=35, n=38, respectively). Comments related to the campus atmosphere were more likely to express satisfaction (n=55), than disappointment (n=18; Figure 18).

**Figure 18. Responses about Campus Atmosphere**



Examples of comments from respondents who expressed satisfaction with campus atmosphere:

- *"I love how diverse and inclusive NC State is and how they continue to strive to make themselves a University that accepts all students."*
- *"The most satisfying experience at NCSU is the welcoming and active community. There is always something to do and social events to attend..."*
- *"Most Satisfying - The [institution's] focus on empowering students to achieve anything they put their minds to (i.e. creation of student org)..."*

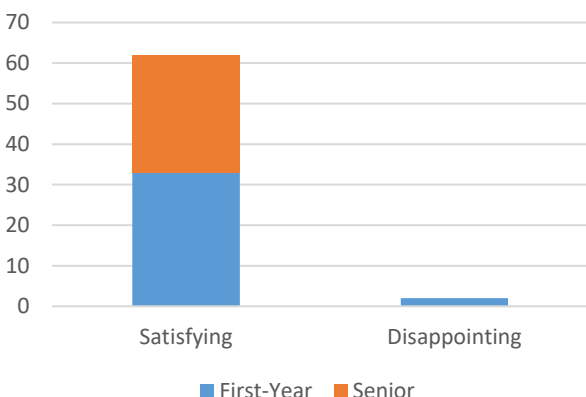
Examples of comments from respondents who expressed disappointment with campus atmosphere

- *...The most disappointing thing has been the lack of open air discussion of hot topic issues in a formal setting between groups with differing opinions.*
- *"...Most disappointing is the apparent distance between students on campus that shouldn't exist, but naturally does, because strangers don't feel the need to know each other so there are a lot of unfamiliar faces everywhere I go."*
- *"What has been most disappointing is that it still feels like this campus is culturally, politically, racially, and sexually divided. There needs to be a way to bring all students together besides sports events that is free and enjoyable..."*

## Personal Growth

Sixty-four respondents made reference to their personal growth, with the vast majority (n=62), indicating satisfaction with their personal growth, and three respondents expressing disappointment with this aspect of their experiences. First-year students were slightly more likely (n=35) than senior students (n=29) to refer to personal growth in their comments (Figure 19).

**Figure 19. Responses about Personal Growth**



Examples of comments from respondents who expressed satisfaction with personal growth:

- *“The most satisfying experience has been meeting new people of diverse backgrounds and narratives. Creating this realization of sonder, [sic] which is fundamental to empathy....”*
- *“Most satisfying would have to be the ability to grow outside of my parents/comfort zone...”*
- *“Most satisfying is being able to live in a safe and fun community with other people my age and just find myself and develop who I want to be in the future away from home but while doing it in a stable, consistent community on campus...”*

Examples of comments from respondents who expressed disappointment with personal growth:

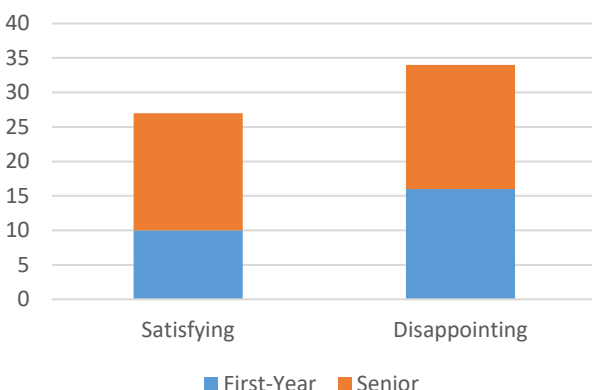
- *“... dissatisfying - didn't get involved as much as I planned to, wasn't as easy to meet new people as [I] thought it would be”*
- *“The most disappointing thing about my college experience has been finding out how much I don't know, and what real-world skills I don't already have...”*

## Campus Services

Sixty-one comments provided feedback on campus services, which includes all non-academic advising campus services such as tutoring, library services, counseling and health services, career services, technology support services, and food services/dining. Overall, more seniors (n=35) commented on services available as compared to first-year students (n=26), and comments were more likely to highlight aspects of campus

services that respondents described as disappointing (n=34), as compared to satisfied (n=27; Figure 20).

**Figure 20. Responses about Campus Services**



Examples of comments from respondents who expressed satisfaction with campus services:

- *“The dining experience is the best I’ve ever had and the transporting system is great...”*
- *“...I also got great help from librarians through the online access. I found the library resources easy to navigate and helpful. While I don’t love exams, I actually liked to go to the testing center as it gave me a reason to come on campus. The staff there was always very helpful...”*
- *“Most satisfying... the amount of internship/co-op/job opportunities provided through [ePack] and the career fair...”*

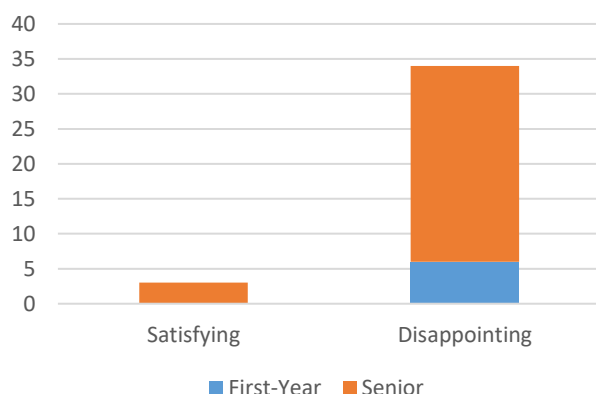
Examples of comments from respondents who expressed disappointment with services:

- *“Least satisfying by far: our lack of healthy food options on campus and our career development center as associated with the co-op program. They made me jump through several hoops to get my co-op, did not provide any kind of assistance with moving cities or starting a new job, and had a co-op advisor travel an hour and a half to meet with me for 15 minutes without first warning my boss which led to conflict that I had to take care of... (although it should be noted that I do not know what they do behind the scenes).”*
- *“...Most disappointing would have to be some if the availability for tutoring help for classes such as CH 101”*
- *“The most disappointing has been the food.”*

### **Administration**

Thirty-seven responses featured comments about administration, with most of these comments coming from seniors (n=31), and six from first-year students. Students whose comments related to campus administration predominantly featured disappointing experiences (n=34), with three comments that referenced administration as among the most satisfying parts of their time at NC State (Figure 21).

**Figure 21. Responses about Administration**



Examples of comments from respondents who expressed satisfaction with campus administration

- *“Most satisfying: being able to voice concerns to professors and college administrators and having change being made...”*
- *“This institution has done a good job with promoting ideals of inclusiveness, and that has something that I have attempted to mimic in my position of leadership within a student organization...”*
- *“...I am really proud of NCSU's ability to serve a very diverse student body. I feel there were efforts in communications to be inclusive of all. The images on the website are diverse. Thanks for making an effort in this area. I think Chancellor Woodson is a great leader for the school.”*

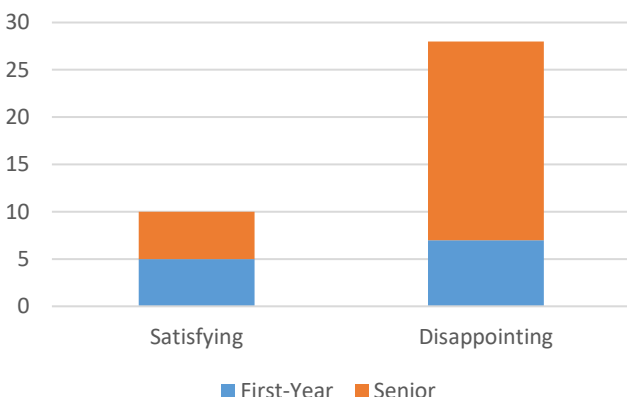
Examples of comments from respondents who expressed disappointment with campus administration:

- *“...The most disappointing part about state is the administration. For most of my classes and when dealing with the intricate parts of the administration I am left feeling nothing more than a number ...”*
- *“...the most disappointing is the fact that UNC GA was able to dismantle their military and veteran services and NC State stood idly by.”*
- *“...The university pushes programs that are largely one sided in regards to politics and predominantly social issues. The university was founded on the idea of open discussion and debate, but in my time here I have seen none of that. I have seen more of the opposite. In the last four years, the university has been censoring the free expression of ideas and dissenting opinions in the name of social justice. If universities expect their students to learn more about other cultures and schools of thought, they must allow and encourage dissent and debate.”*

## Curriculum

Thirty-eight students mentioned the institution's curriculum, which included references to the institution's course offerings and availability and curricula requirements overall. The majority of comments on curriculum came from seniors (n=26, versus 12 comments from first-year students). Twenty-eight comments related to the curriculum cited experiences that were among the most disappointing, while 10 expressed satisfaction (Figure 22).

**Figure 22. Responses about Curriculum**



Examples of comments from respondents who expressed satisfaction with the curriculum:

- *"The most satisfying thing about my experience here has been...different course work that focuses on subjects that I did not have the opportunity to study in high school..."*
- *"...Props to the University Honors Program for enabling me and my peers to receive a more liberal education (providing seminars on humanities, social sciences, philosophy, and other topics)..."*
- *"Being offered classes on sustainability has been most satisfying..."*

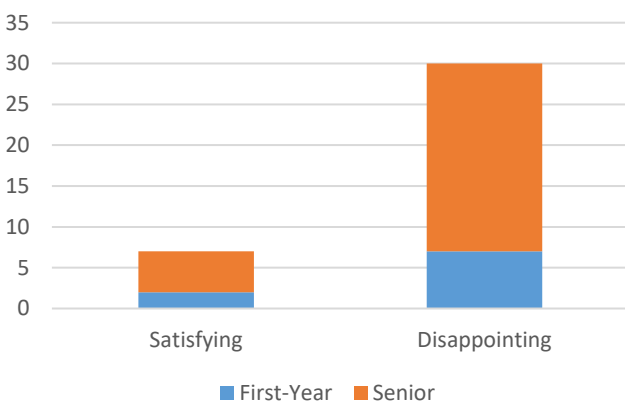
Examples of comments from respondents who expressed disappointment with the curriculum:

- *"...I wish my department offered more options for classes and got rid of the few seemingly unnecessary courses they require. Environmental engineering is not just water."*
- *"...Most disappointing: my degree's minimum requirements do not equip people in my field to find meaningful work. A lot of economics research positions and graduate schools require at least a basic understanding of computer programming and statistical analysis, yet my school does not require its students to take courses in these subjects..."*
- *"...The most disappointing experience is the inability to learn some of the elements of computer hardware as an option for electives (as a computer science game concentration student) such as embedded systems. I feel that would have been interesting."*

### Academic Advising (Figure 23)

Thirty-seven responses featured comments about academic advising, with most of these comments coming from seniors (n=28), and seven from first-year students. Students whose comments related to advising were predominantly reflecting disappointing experiences, with three comments that referenced advising as among the most satisfying parts of their time at NC State, and 34 expressing disappointment.

**Figure 23. Responses about Academic Advising**



Examples of comments from respondents who expressed satisfaction with academic advising:

- *"The most satisfying experience is to work my way back into good standing order with the institution after a 5 year hiatus into the workforce. I had help along the way from good advisors and faculty that always pointed me in the right direction..."*
- *"My academic advisors and faculty mentors have been excellent - they have all gone above and beyond to assist me in achieving my goals and discovering my passions..."*
- *"Satisfying: Bio&Ag Engineering Department Faculty. Advisors meet with you individually instead of making you feel like you are not worthy of their time..."*

Examples of comments from respondents who expressed disappointment with academic advising:

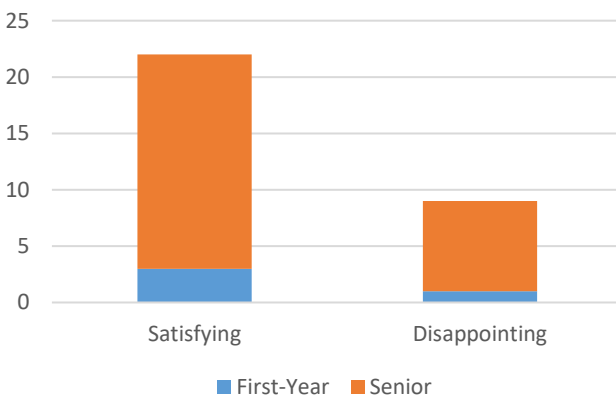
- *"My most disappointing experience is that I wish I chose my major in Computer Science. It took until the end of my Junior year to realize that I wasn't interested in the higher level hardware and signal processing concepts of Electrical and Computer Engineering. I'm very skilled with these concepts, but I've slowly lost interest. I wish I had better guidance earlier on so that I could have made a better decision..."*
- *"...My most disappointing experience so far has to have been my freshmen year because I did not get set up with the right advisor and ended up taking a lot of classes that I should not have taken."*
- *"...The most disappointing thing has been the lack of support in undergraduate advising in mechanical engineering. There needs to be more than just one*

*person for almost a thousand students.”*

### Future Preparation (Figure 24)

Thirty-one respondents wrote about how their time at NC State has prepared them for life and work after college via providing and/or supporting internships, co-ops, student teaching, and other field experiences, as well as the development of career-related knowledge and skills. Seniors (n=27) were far more likely than first-year students (n=4) to write comments related to this theme. Respondents were more likely to express satisfaction than disappointment with the preparation they received, with 22 students referencing future preparation as one of the most satisfying parts of their NC State experience, and nine students citing it as disappointing.

**Figure 24. Responses about Future Preparation**



Examples of comments from respondents who expressed satisfaction with their future preparation at NC State:

- *“My opportunities to work with undergraduate research in political science and do my own independent research on topics I wanted to pursue has been an opportunity I could not have expected and has fully changed my trajectory post-graduation to a much better position than it would have been otherwise, and given me interest in pursuing graduate and doctorate degrees in the future...”*
- *“Most satisfying...the amount of internship/co-op/job opportunities provided through [ePack] and the career fair...”*
- *“The most satisfying experience I've had here was when I took an introductory engineering class my first semester here. I met people from my own major and got to hear a general idea of how my next 3 and a half years will unfold. We discussed real world issues that engineers face and what an engineer's job is like after graduating college. We also had group projects where we designed and created cool things or had to think outside of the box in some sort of way. It was very interesting class and helped me confirm that I had chosen the right major....”*

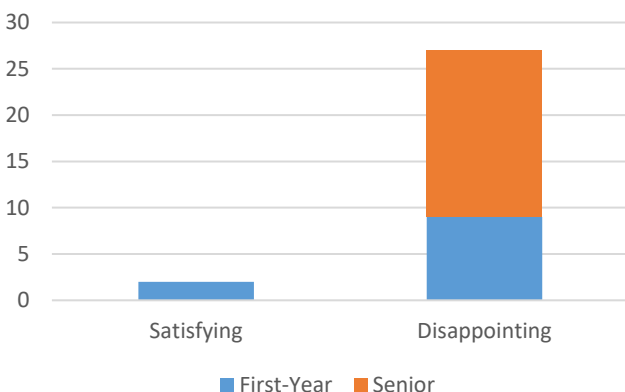
Examples of comments from respondents who expressed disappointment with their future preparation at NC State:

- *“...My most disappointing is the College of Education. It's my last semester student teaching and I am over worked...All that we are expected to do is just ridiculous, and I still feel unprepared. I have to google things as simple as essential questions and how to make unit plans because my professors never really showed me how to do those things...”*
- *“...I am disappointed with the IT concentration in the Business school at NCSU. It's lacking so many real world skills...The "database" class that we have to take is done in Microsoft Access which is a completely proprietary software and not doing ANYTHING for students trying to get a job. The best programming class that NCSU has to offer their business majors is a Visual Basic programming class that doesn't really teach students how to program....I attribute everything that I learned about IT to jobs I had outside of school that gave me hands on access to networking, systems, and programming concepts....”*
- *“...I also wish it was a requirement that all students complete a project and internship before graduation as it helps them narrow down exactly what they want to do upon graduation. There are so many options for animal science majors and yet all most of us know is either we do or do not want to go to vet school. Other than that most of us have no idea what we want to do after graduation so I think forcing students to reach out and add [internships]/externships to their resume will really help strengthen skills and focus on the right career path for them.”*

### School/Life Balance (Figure 25)

Twenty-nine responses featured comments about school/life balance, with seniors (n=18) more likely to comment on this topic than first-year respondents (n=11). Students who commented about balance were far more likely to express disappointment (n=27) than satisfaction (n=2), and no seniors wrote about satisfaction with school/life balance.

**Figure 25. Responses about School/Life Balance**



Examples of comments from respondents who expressed satisfaction with school/life balance:

- *“One of the most satisfying things has been meeting new people and having the freedom to manage my time the way I want to...”*
- *“Satisfying: Learning how to motivate oneself and make time for activities I love...”*

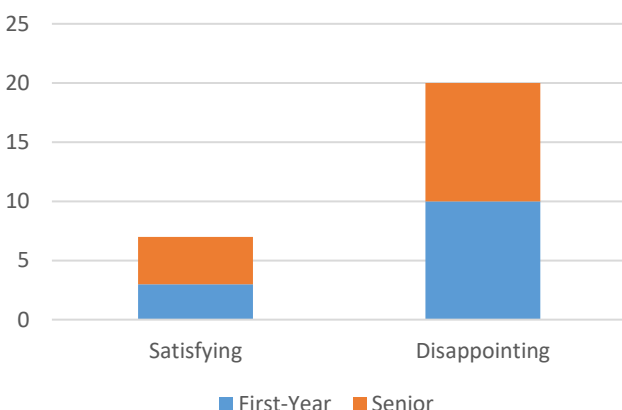
Examples of comments from respondents who expressed disappointment with school/life balance:

- *“...The most disappointing has been the heavy work load and little time for relaxation. I had a lot of work to do over Spring Break which was very disappointing.”*
- *“...The most disappointing experiences have been not being able to experience all the activities State has to offer because of having to study, struggling with the costs associated to be here, & stressing 24/7.”*
- *“...The most disappointing has probably been the lack of sleep I've endured from staying up so late studying for exams.”*

### **NC State Athletics (Figure 26)**

Twenty-seven comments highlighted NC State athletics, with 20 comments expressing disappointment, and seven comments expressing satisfaction. Almost all comments referred to the performance of the institution's football or men's basketball teams, or the experiences of attending or watching sporting events for these teams. First-year and senior students were about equally as likely to comment on this topic.

**Figure 26. Responses about NC State Athletics**



Examples of comments from respondents who expressed satisfaction with NC State athletics:

- *“... The basketball games my first two years were amazing.”*
- *“...The most satisfying experience I have had thus far at this institution is the football games...”*
- *“The most satisfying part of being at NC State is the community of sports fans. We cheer for our team year after year no matter how bad they were the previous*

*year. I think the optimism of the students outside of the academic atmosphere is good...*

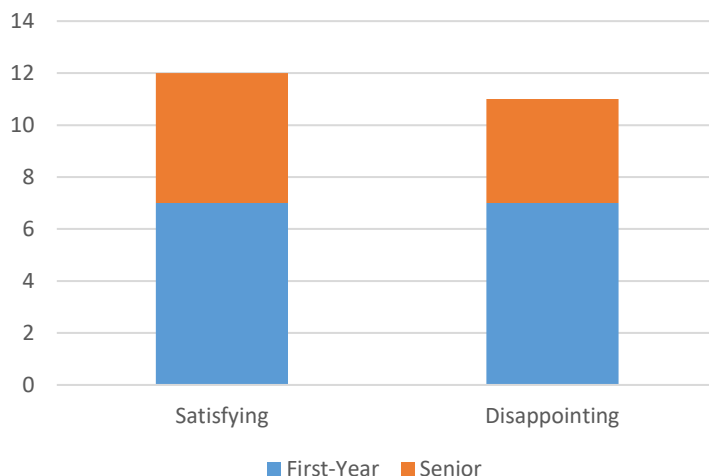
Examples of comments from respondents who expressed disappointment with NC State athletics:

- *“... Disappointing: Athletic losses”*
- *“...I think the most disappointing thing is not having good sports teams to where you want to stay for the games.”*
- *“...Most disappointing is that basketball and football games are not on campus.”*

### **Housing (Figure 27)**

Twenty-three respondents mentioned housing arrangements, including residence halls, roommates, and on-campus housing staff including resident advisors, and off-campus housing as among the most satisfying or disappointing parts of their college experiences. These responses were almost equal across satisfaction/disappointment, with first-year respondents more likely to discuss housing (n=14) than seniors (n=9).

**Figure 27. Responses about Housing**



Examples of comments from respondents who expressed satisfaction with housing:

- *“The most satisfying experience at NC State has been living with my [roommate] from India; whenever we are in our dorm there is not a dull moment, as we are always talking with each other about everyday activities, differences in cultures, governments, and how bland American food is...”*
- *“The most satisfying thing about my experience was joining the Impact Leadership Village. I love the sense of community that I have been given through the village and the friendship that I have made...”*
- *“I have been most satisfied (in general) by being able to live an independent life on campus with easily accessible services to live comfortably...”*

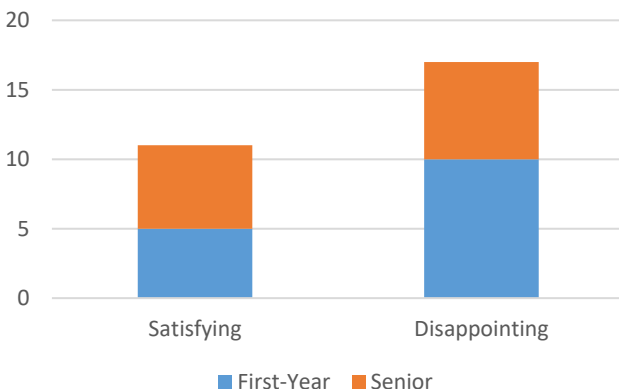
Examples of comments from respondents who expressed disappointment with housing:

- *“...The most disappointing thing this far is the lack of friends I have in my residence hall because I don't like my suitemates at all and it's hard to meet other people that live on West Campus.”*
- *“... The most disappointing experience at NC State has been the beginning of my Freshman year in which my expectations of college were both met and left unfulfilled. It was difficult to make the first step to get plugged in with a group... Neither my RA or my Sophomore roommate provided help when they saw that I was struggling to find my place and my identity...”*
- *“... My roommate lacked communication skills and then moved out so that was more than disappointing, and although it wasn't the [university's] fault for her actions, I feel that it could have been handled much better.”*

### Infrastructure (Figure 28)

Twenty-eight respondents mentioned campus infrastructure, which includes the campus size, physical areas, facilities, buildings, transportation, location of services, and availability of technology. Seventeen comments mentioned aspects of campus infrastructure that participants found to be disappointing, compared to 11 comments about highly satisfying aspects of campus infrastructure. Similar numbers of first-year students (n=15) and seniors (n=13) commented on this aspect of their NC State experience.

**Figure 28. Responses about Infrastructure**



Examples of comments from respondents who expressed satisfaction with campus infrastructure:

- *“Most satisfying: The campus and its infrastructure is very nice (especially Centennial Campus)...”*
- *“...I like that campus has designed so many quiet areas to study outside of the dorm, especially [T]alley union...”*
- *“I have been most satisfied (in general) by being able to live an independent life on campus with easily accessible services to live comfortably...”*

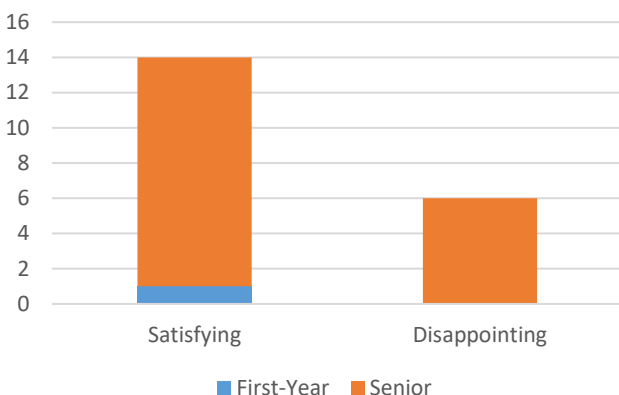
Examples of comments from respondents who expressed disappointment with campus infrastructure:

- *“...To be completely honest, the most disappointing thing about the university is the water pressure in the dorms. After several work orders, it is still incredibly difficult to effectively shower...”*
- *“...The most disappointing experience I've had here is the campus itself. All the buildings are so compact and squeezed together. Despite being a large campus I feel like I walk on the same path everyday no matter what the destination is. There's hardly any green areas because everything is covered in brick or concrete, and the areas that aren't covered in those are clustered with trees. Trees can count as green areas I suppose but it just adds to the tight and claustrophobic feeling I have when I walk around. I can't see more than 50 yards ahead of me in any given area because there is always some structure planted firmly in the way. The most wide open area on campus I've seen is this central plaza we have. Instead of a quad or some grassy central area my university opted for an expansive "brickyard" which is just a layer of scorching hot bricks that is always under some sort of construction. Places that could potentially support some lush greenery like the area outside my residence hall have large chunks of them layered in mulch because the powers that be will take any and all measures to ensure something natural like grass or flowers don't sprout there. All this didn't really bother me when I first came here, because I knew the university was known for its bricks and urban setting. But the more I visit friends at other universities and see how wide open and spread out their campuses are, the more I feel like that's what's missing here.”*
- *“.... there are other parts of this University that could use more money, such as putting small libraries in the Department specific buildings. Dabney is the only Department building on Main Campus with a library, and it's usually busy...”*

### **Study Abroad (Figure 29)**

Twenty responses featured comments about study abroad, with 19 of these comments coming from seniors, with the one first-year student expressing excitement about a program they will be participating in soon. Fourteen students mentioned studying abroad as one of the most satisfying parts of their college experience, with 6 students expressing disappointment with study abroad, with comments largely regarding barriers related to participating in an abroad experience.

**Figure 29. Responses about Study Abroad**



Examples of comments from respondents who expressed satisfaction with studying abroad:

- *“The most satisfying experience I have had was my experience studying abroad...”*
- *“The most satisfying experience while at this institution is now. I'm studying abroad in China and learning so much about education, culture, and myself...”*
- *“Being able to spend 2/4 years studying in France has been the best experience, and the preparation I received at NC State was wonderful.”*

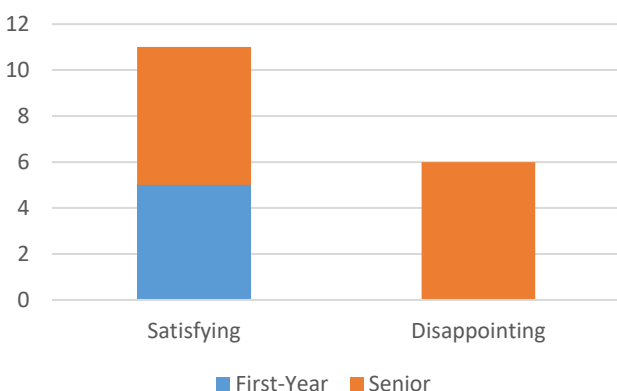
Examples of comments from respondents who expressed disappointment with studying abroad:

- *“...The most disappointing is the fact that I never studied abroad.”*
- *“...The most disappointing has been trying to deal with a previously not-mandatory "study abroad" requirement that was made mandatory my sophomore year, making finding alternatives or solutions to filling the extra 6 credits very difficult.”*
- *“...Most disappointing is how difficult it is to afford a lot of the programs here, such as study abroad or clubs and such, since much of that has to be covered out of pocket or with a large amount of effort spent into looking for scholarships that may not be guaranteed to help.”*

### **External Reputation (Figure 30)**

Seventeen students mentioned the institution's external reputation in their comments, referring to the institution's brand, the student's identity as a member of the NC State or Wolfpack community, its overall reputation to the external world, and the respondent's experience at the institution in comparison to what they had expected. Seniors (n=12) were more likely to comment on this topic than first-year students (n=5) and, overall, satisfaction was higher than disappointment in comments related to the institution's external reputation. No first-year students indicated disappointment in their comments related to this theme.

**Figure 30. Responses about External Reputation**



Examples of comments from respondents who expressed satisfaction with the institution's external reputation:

- "...The most satisfying experience has been attending one of the very best universities in North Carolina..."
- "...Becoming a third generation Wolfpack"
- "I am so proud to call NC State "home", this university is diverse, respected, and encompasses all of the values and morals I have as an individual. I have received a high quality education that includes perspectives from different backgrounds and cultures, and I feel that I can carry that on into the real world. I have nothing but praise for this University and will miss it very much when I graduate."

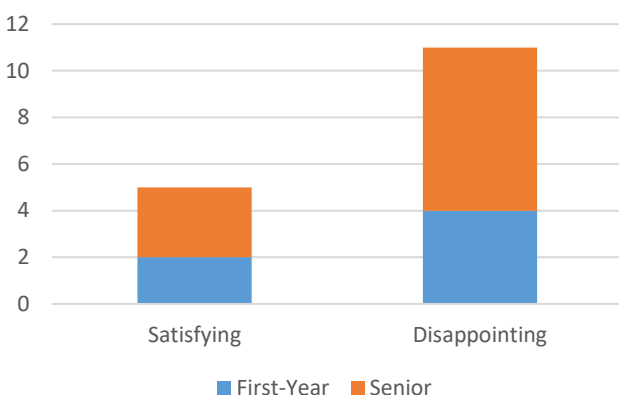
Examples of comments from respondents who expressed disappointment with the institution's external reputation:

- "...The institution only does what they think will improve their image to people outside the institution - not what will benefit those inside the institution..."
- "...The most disappointing part of my experience was the false image that freshmen are given coming into the university. I know it is important to show the best of the school, but I found that NC State was not as inclusive as advertised..."
- "...disappointing that engineering is the only major that is boasted about"

### **Health (Figure 31)**

Sixteen respondents mentioned their mental or physical health and related services as the most satisfying or disappointing parts of their college experiences. Students were more likely to mention experiences related to health as disappointing (n=11) than satisfying (n=5). Most students who expressed disappointment referred to mental health concerns, including high levels of stress, anxiety, and challenges with focusing. Seniors (n=10) were more likely to make comments related to this theme than first-year students (n=6).

**Figure 31. Responses about Health**



Examples of comments from respondents who expressed satisfaction with their personal health:

- *“...Because I am responsible for most of what I do, I have been able to develop new methods to run my day to day life. I am much more active here at NC State than I ever was at home. I think this is best evidenced by recent weight loss. Instead of gaining a freshman 15, I lost a freshman 15 and I'm now at a healthier 163lbs...”*
- *“ The most satisfying thing has been the individualized support I have received from faculty and staff; such as academic advisors, student health, faculty, and professors. I was nervous that I would not be able to get individualized attention at such a large university, especially when my mental health was beginning to become a major issue and the subsequent academic issues that arose from it, but the faculty and staff have been incredibly supportive and motivates me to power through my disabilities...”*
- *“... I also started to work on my mental and physical fitness Sophomore year. Having a gym that I could go to that was included in my tuition and fees really helped me out with this. (I didn't have a trainer there, I just used the gym and started eating a lot better- that was my choices though with nutrition...not so much the dining halls)...”*

Examples of comments from respondents who expressed disappointment with their personal health and/or health services:

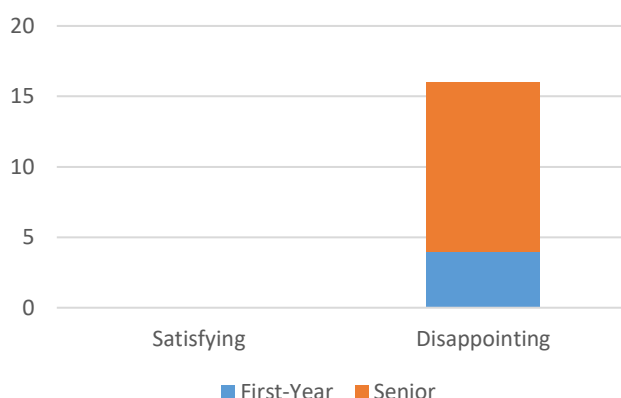
- *“...The most disappointing thing has been [my] feeling of helplessness in regards to my ability to focus and concentrate to succeed academically. I believe I may have ADHD.”*
- *“...Most Disappointing: Not having ADHD diagnostic and treatment services at NCSU counseling center.”*  
*“...For me the most unsatisfying thing about my time at NC State is the stress that can come from being overly involved. There's so much opportunity for a student to capitalize on the college experience and specifically the NC State experience, but I feel like I'm always being told that I should be doing more and that I have to work hard to become a marketable employee in the future...it is not*

*manageable to do everything that we "should" be doing, and that pressure to do so can be really overwhelming. My friends and I are afraid to drop classes we can't handle or deny opportunities even if we really don't have time for them, which leads to stress and over commitment during student life, and makes me wish away a lot of my weeks, just begging for the next break to come faster...."*

### Finances and Costs (Figure 32)

Sixteen respondents referred to their experiences with finances and costs as the most disappointing part of their NC State experience, with no respondents describing this as the most satisfying part of their experience. Seniors (n=12) were more likely than first-year students to make comments related to finance and costs.

**Figure 32. Responses about Finances and Costs**



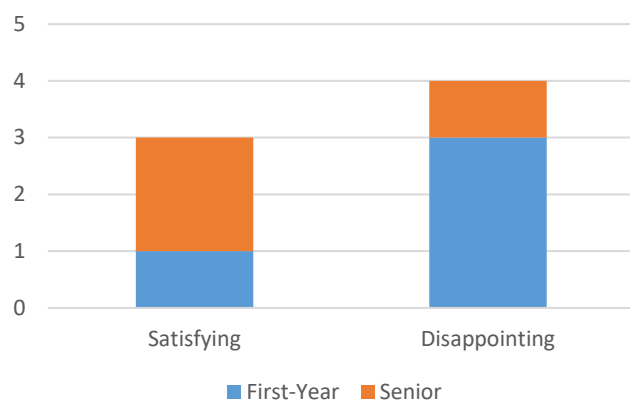
Examples of comments from respondents who expressed disappointment with their experiences with finances/cost:

- *"...The most disappointing experience so far doesn't really have to do with the institution but I didn't receive any scholarships or financial aid even though I had a 4.9 GPA coming in and my parents only had enough money for 1.5 years so now I'm working about 20 hours/ week to pay for school."*
- *"...Disappointing - I don't mind WebAssign, but I really dislike having to pay a minimum of \$70 just to do my homework"*
- *"...Disappointing: Increasingly expensive tuition & fees; very limited (if any) financial funding resources for international/dependent visa students..."*

### Location (Figure 33)

Seven comments referenced NC State's location, including interaction with the local community, the city of Raleigh, the Triangle area, and North Carolina, and the institution's proximity to other locations, particularly the respondent's home. Comments were split almost evenly between satisfied (n=3) and disappointed (n=4).

**Figure 33. Responses about Location**



Examples of comments from respondents who expressed satisfaction with location:

- *“The most satisfying thing about my experience at NC State is seeing what living in Raleigh is like...”*
- *“The most satisfying experience at NC State has been leading a bible study group through Chi Alpha Christian Fellowship. It has provided me with a deeper sense of identity, purpose, and community while here. It also gave me a sense of ownership of both the campus community but also the Raleigh community...”*
- *“...I think the likable city of Raleigh has contributed to my enjoyment of NC State...”*

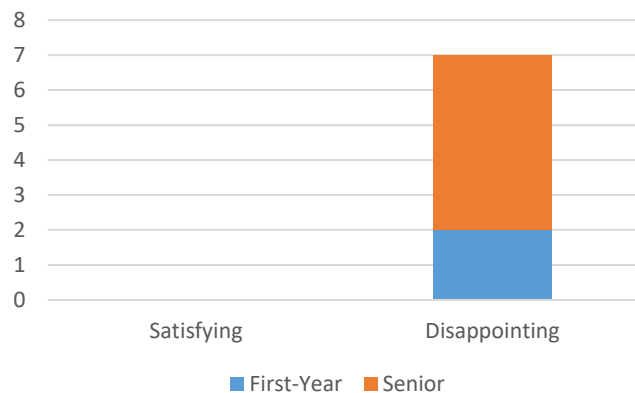
Examples of comments from respondents who expressed disappointment with location:

- *“...There hasn't been [too] many lows in college for me yet so, the most disappointing thing is probably the fact that my dogs/family are 2 hours away and I rarely get to see them.”*
- *“...the most disappointing thing about NC State is the fact that I am away from my home in Charlotte; I feel that there's less places to go eat, and it takes a long time to walk from place to place here...”*
- *“...The most disappointing thing about being here is the fact that my home isn't nearby. I am an out-of-state student hailing from Texas, so I can't get home pretty quickly to see my family.”*

### **Communication (Figure 34)**

Seven students mentioned campus communication and the dissemination of information as a part of their NC State experience that they were most disappointed in, with no students describing this as among the most satisfying components of their NC State experience. Five of the seven respondents who cited communication were seniors.

**Figure 34. Responses about Communication**



Examples of comments from respondents who expressed disappointment with campus communication:

- *“The most disappointing is...the lack of communication between administration and students.”*
- *“...The most disappointing would probably be that there's no easy way of knowing what is all happening on campus at any given time (in terms of meeting/groups/events) without having to hear it from others (especially for off-campus students).”*
- *“...the disappointing part that it is hard to know what going on outside of your circle [or] network”*

For more information on the 2016-2017 National Survey of Student Engagement contact:

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