

## North Carolina State University 2013 Sophomore Student Survey: Highlights

NC State conducted its triennial survey of second-semester sophomores during the Spring 2013 semester. Eligible students included all those who had completed 45-59 credit hours, excluding those who entered as a new freshman in Fall 2012. To incentivize participation, the online survey included a series of random drawings for money to be credited to the student's AllCampus account. Of the 2,443 eligible sophomores, 26.0 percent (634) returned usable surveys.

***Sophomores are happy in their decision to attend NC State.*** About two-thirds of respondents agreed strongly that they *made the right decision to attend NC State* and that they *would still choose to attend NC State if starting over*. All but just a few respondents said they *plan to complete their degree at NC State*.

***There is widespread satisfaction with the academic environment, instruction, and advising at NC State.*** More than 95 percent rated the *intellectual environment on campus* as "strong" or "very strong" and 85 percent agreed that *experiences at NC State have stimulated an interest in an intended field of study*. A majority of sophomores gave NC State faculty high marks on all aspects of instruction asked about. About 85 percent of respondents were satisfied with the *overall quality of instruction at NC State* and agreed that *what they have been learning in classes is valuable*. More than three-fourths said they were satisfied with *academic advising overall*, with highest ratings going to *advisor's knowledge about requirements for current major or major of interest*.

***NC State is providing a comprehensive education, contributing to students' general education, personal development, and world view.*** Three-fourths or more of sophomores said that their college education thus far has contributed at least somewhat to their development of all but two of 36 specific goals NC State expects its undergraduates to achieve. More than 90 percent of sophomores said NC State contributed "a great deal" or "somewhat" to their development of *using critical thinking skills, identifying a problem/concept and articulating its components, potential for success, personal growth (e.g., self-discipline, responsibility, self-awareness, etc.), ability to plan and carry out projects independently, ability to work with people from diverse backgrounds, and taking responsibility for my own behavior*.

***Faculty-student mentoring experiences are somewhat limited, but they have positive results when they happen.*** Other than getting routine *academic* (44%) or *professional* (30%) *guidance from faculty*, or *working with a faculty member on campus activities* (25%), only about 10 percent or fewer of the sophomores indicated they had had a mentoring experience with a faculty member (e.g., working on an independent study, a research or extension project, or as a teaching assistant). However, among those with any such mentoring experience ratings of its contribution to their personal and professional growth were overwhelmingly positive. *Assisting in teaching a*

*class/lab, routinely getting non-academic guidance, and routinely getting professional guidance* were most likely to have contributed "a great deal" to the personal and professional growth of students.

***Sophomores believe that the NC State community is committed to creating an environment that promotes and supports diversity, but there are differences in opinions as to the extent to which that happens.*** Overall, 85 percent of respondents agreed that *there is visible leadership to help foster diversity on NC State's campus*, and 95 percent agreed that *NC State is committed to helping minorities succeed*. However, students of color were notably less likely than white respondents to "strongly agree" that *NC State is committed to helping minorities succeed*. Also, while a majority of students said the campus environment is support of various different groups of students, respondents overall - - and in particular members of the GLBT community - - see the campus as less supportive of GLBT students than it is of other groups asked about (e.g., women, African Americans, students with disabilities).

***Sophomores' sense of safety varies greatly by campus location and time of day, but satisfaction with information to promote safety is high.*** About 60 percent or more respondents reported feeling "very safe" in campus residence halls and non-residence buildings on campus during the day and early evening, compared to 15 percent or fewer who said they feel "very safe" being outside on campus grounds or using parking lots, garages, and/or decks at night. Female students were especially likely to report feeling unsafe at night. Students, however, gave high marks to information about campus safety, with about 80 percent or more saying they were satisfied with the availability of *public information about crimes on campus* and *information about crime prevention and safety on campus*.

***A majority of students participate in community service and/or do volunteer work.*** Almost three-fourths of respondents indicated they had participated in such activities at least once during the academic year, with more than one-fourth doing so a least once a month.

***Paid employment is fairly widespread among NC State sophomores.*** Slightly more than one-half of respondents were employed during the academic year. Respondents who were employed off campus were more likely than those employed on campus to report working more than 20 hours per week. A majority of respondents indicated that their job takes at least some time away from their school work.

For more information on the 2013 Sophomore Survey contact:  
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