

NC State University 2013 Sophomore Survey: Overall Results

Introduction

This overview report presents findings from all sophomore students participating in the 2013 Sophomore Student Survey. For information about the survey methods, analyses, as well as a copy of the survey instrument with exact wording, see [“2013 Sophomore Student Survey: Introduction, Methods, and Student Demographic Profile.”](#)

General Satisfaction

This section of the report presents respondents’ opinions about satisfaction with NC State and plans for degree completion.

Satisfaction with NC State (Table 1)

Sophomores’ overall satisfaction with NC State is high. More than 90 percent of respondents “strongly agree” (65.6%) or “agree” (25.2%) they are *confident they made the right decision to attend NC State*. In addition, more than 80 percent “strongly agree” or “agree” they *feel they belong at NC State* (86.6%), *believe they were academically prepared to attend NC State* (83.6%), and *would still choose NC State if starting over* (82.5%).

Table 1: Satisfaction with NC State

	Mean Rating	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Total (N)
I am confident that I made the right decision to attend NC State	4.5	65.6%	25.2%	6.6%	2.4%	0.2%	503
I would still choose to attend NC State if starting over	4.4	62.1%	20.4%	11.8%	5.0%	0.8%	501
I believe I was academically prepared to attend NC State	4.3	55.9%	27.7%	8.6%	6.8%	1.0%	501
I feel I belong at NC State	4.4	56.9%	29.7%	9.4%	2.6%	1.4%	501

Withdrawal/Transfer from NC State (Tables 2, 3, and 4)

Over 95 percent of respondents (96.2%) said they plan to complete their degree at NC State. Nearly 40 percent (39.2%) of the sophomore respondents, however, reported that they have considered withdrawing or transferring from NC State, with 8.7 percent “seriously considering” doing so and two percent actually leaving and coming back.

Potential “leavers” were asked to describe in their own words their reason(s) for thinking about leaving. More than 35 percent of them mentioned something related to *academic program or curriculum* (37.6%) —either dissatisfaction with a curriculum or program at NC State, or desiring one that is not offered at NC State (e.g., Nursing). Nearly 20 percent of those who said they considered leaving cited reasons related to *campus life* (19.8%; e.g., not being able to get involved, not liking the campus environment) or gave *personal reasons* (19.8%; homesick, roommate issues). Finally, a little more than 10 percent cited *health* (12.9%) or *financial* (11.9%) reasons for considering leaving the university.

Table 2: Educational Plans

	%	N
Expect to be continually enrolled at NC State until graduation	94.6%	475
Expect to graduate from NC State, but take time off between semesters	1.6%	8
Expect to transfer to another college or university in order to pursue desired major	0.8%	4
Expect to transfer to another college or university for reasons unrelated to major	1.0%	5
Not sure about educational plans at this point	2.0%	10
Total	100.0%	502

Table 3: Consideration of leaving NC State before graduating

	%	N
No	60.8%	307
Yes, but not very seriously	28.5%	144
Yes, I seriously considered it	8.7%	44
Yes, I left and came back	2.0%	10
Total	100.0%	505

Table 4: Reasons for considering leaving NC State (among those who considered leaving or left and returned, n=101)*

	%	N
Academic Program	37.6%	38
Campus Life	19.8%	20
Personal Reasons	19.8%	20
Health	12.9%	13
Financial Concerns	11.9%	12
Location	5.9%	6
Preference for Another Institution	5.9%	6
Diversity Issues	4.0%	4
Poor Academic Performance	3.0%	3
Poor Advising	2.0%	2
Non-academic Opportunity	1.0%	1

*respondents could list more than one reason

Academic Environment and Faculty Contributions

This section of the report presents respondents' evaluations of the academic environment at NC State, their satisfaction with instruction and academic advising, and their experiences with faculty-student mentoring.

Academic Environment (Tables 5 and 6)

Sophomores gave overwhelmingly positive ratings to all of the items related to the academic environment at NC State. More than 95 percent of respondents characterized the overall intellectual environment on NC State's campus as either "very strong" (31.1%) or "strong" (64.2%). Respondents were most likely to "strongly agree" that *their experiences at NC State have stimulated interest in an intended field of study* (39.3%). They were least likely to "strongly agree" that *students at NC State are given meaningful answers to the questions they ask* (22.3%). Although still a large majority, approximately 1-in-10 respondents either "disagree" (9.2%) or "strongly disagree" (1.6%) that they are *able to freely explore academic interests at NC State*.

Table 5: Intellectual Environment

	Mean Rating	4: Very strong	3: Strong	2: Weak	1: Very weak	Total (N)
Learning environment on campus	3.3	31.1%	64.2%	4.3%	0.5%	631

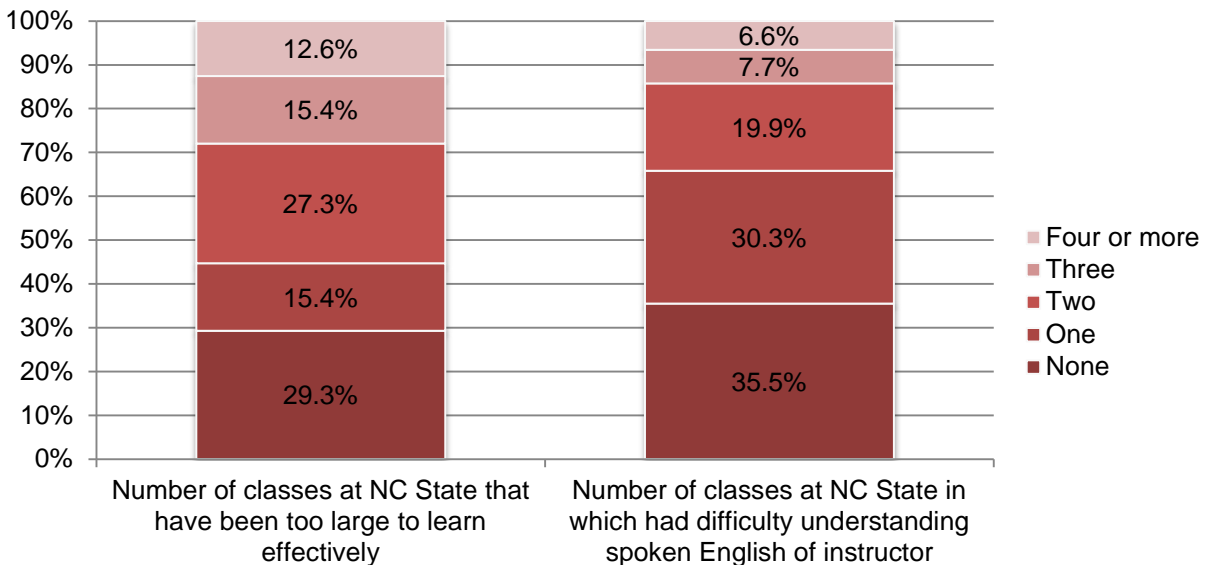
Table 6: Academic Experiences

	Mean Rating	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Total (N)
I consider what I have been learning in my classes valuable	4.1	30.1%	55.2%	9.8%	4.6%	0.3%	634
My experiences at NC State have stimulated interest in an intended field of study	4.2	39.3%	45.5%	11.1%	3.8%	0.3%	633
I am able to freely explore academic interests at NC State	4.0	30.6%	47.6%	11.1%	9.2%	1.6%	633
Students at NC State are encouraged to ask questions	4.1	33.1%	49.3%	13.5%	3.6%	0.5%	631
Students at NC State are given meaningful answers to the questions they ask	3.9	22.3%	53.2%	18.5%	5.4%	0.6%	633
At NC State, students are invited to share their ideas and knowledge	4.1	32.3%	52.1%	11.8%	3.3%	0.5%	629

Classroom Environment (Figure 1)

About 70 percent of respondents reported that during their time at NC State they have had at least one *class that was too large to learn effectively* (70.7%), and slightly more than 60 percent reported having had one class in which they had *difficulty understanding the spoken English of the instructor* (64.5%). Almost 30 percent of respondents reported having had three or more classes that were too large to learn effectively (28.0%), and nearly 15 percent reported having had three or more classes where the instructor’s English was difficult to understand (14.3%).

Figure 1: Class Size and Instructor’s Spoken English



Satisfaction with Instruction (Table 7)

A majority of respondents gave positive ratings to various items related to quality of instruction at NC State, saying they were either “very satisfied” or “satisfied” with each aspect of instruction asked about. When asked about the *overall quality of instruction at NC State*, nearly 85 percent of respondents said they were either “very satisfied” (14.3%) or “satisfied” (69.3). They were most likely to be “very satisfied” with *instructors effectively using instructional technology in teaching and learning activities* (22.2%). Sophomores were least likely to be “very satisfied” with *how well instructors explain course material* (11.1%). Of the items asked about, respondents were most likely to be unhappy with *how quickly instructors provide feedback on work* and *the helpfulness of feedback on work*, with more than 10 percent saying they were either “dissatisfied” or “very dissatisfied.”

Table 7: Satisfaction with Instruction

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Ability to motivate me to do my best	3.8	12.3%	61.4%	20.9%	5.4%	0.0%	632
Carefully explain performance expectations	3.9	18.7%	61.5%	13.6%	5.5%	0.6%	631
How well explain course material	3.8	11.1%	65.8%	16.3%	6.3%	0.5%	632
Extent to which encourage class discussion	3.7	15.1%	50.6%	26.0%	7.9%	0.5%	631
Effectively use instr tech in teaching/learning activities	3.9	22.2%	55.3%	17.6%	4.4%	0.5%	631
How quickly provide feedback on work	3.6	13.1%	52.1%	21.8%	11.1%	1.9%	632
Helpfulness of feedback on work	3.7	15.2%	50.2%	23.1%	10.0%	1.4%	631
Respect diverse talents/ways of learning	3.8	20.3%	49.7%	21.7%	8.2%	0.2%	632
Overall satisfaction w/ instruction	3.9	14.3%	69.3%	13.5%	2.2%	0.8%	631

Faculty-Student Mentoring (Table 8)

Of the mentoring experiences asked about, respondents were by far most likely to have *met regularly with faculty for academic guidance* (43.5%), followed by having met with a faculty member for *professional guidance* (30.4%), and to have *worked with faculty on campus activities* (25.3%). Less than 10 percent of the sophomore respondents reported having *worked on extension/public service projects with faculty* (8.0%), *worked on an independent study project with faculty* (6.6%), *worked on a research project with faculty* (6.1%), or *assisted teaching a class/lab with faculty guidance* (6%).

All mentoring experiences, however, were very highly rated by participants in terms of contribution to personal and/or professional growth, with at least 40 percent of those

with such an experience saying it contributed a “great deal” to their personal/professional growth. Respondents were most likely to say that assisting in teaching a class/lab contributed a “great deal” (62.1%) to their personal/professional growth.

Table 8: Faculty-Student Mentoring Experiences and Their Contribution to Growth

Faculty-Student Mentoring	Yes, had experience		Experience's Contribution to Personal/Professional Growth				
	N	%	Mean	4: A great deal	3: Some	2: A little	1: Not at all
Independent study project with faculty	39	6.6%	3.3	42.1%	50.0%	5.3%	2.6%
Research project with faculty	36	6.1%	3.3	48.6%	31.4%	17.1%	2.9%
Extension/public service project with faculty	47	8.0%	3.4	50.0%	40.9%	9.1%	0.0%
Assisted in teaching class/lab	35	6.0%	3.6	62.1%	34.5%	0.0%	3.4%
Routine academic guidance from faculty	255	43.5%	3.4	54.5%	33.9%	11.6%	0.0%
Routine professional guidance/support from faculty	177	30.4%	3.5	58.7%	34.7%	6.6%	0.0%
Routine non-academic guidance from faculty	70	11.9%	3.4	60.3%	25.4%	12.7%	1.6%
Worked with faculty on campus activities	148	25.3%	3.3	45.3%	39.6%	14.4%	0.7%

Academic Advising (Tables 9-11)

A majority of respondents (56%) said their primary source of academic advising is “a professional advisor in my department or college,” and almost one-third (29.9%) said their primary source for advising is a “faculty member in their department.” Less than 10 percent said their primary source of advising is NC State’s Virtual Advising Center (6.3%).

Table 10 displays the distribution of types of advising by college. Students in the College of Education were most likely to have said they have a professional advisor (71.9%), and those in the College of Physical and Mathematical Sciences the least likely (39.3%) About one-fifth or more of those in the College of Engineering (19.0%), the College of Physical and Mathematical Sciences (21.4%), and the Poole College of

Management (23.9%) said their advisor was neither a professional advisor for a faculty advisor, but someone else.

Table 9: Primary Source for Academic Advising

	%	N
Faculty member in my department	29.9%	189
Professional advisor in my department or college	56.0%	354
Centralized or campus-wide advising service (with personal contact)	3.3%	21
NC State provided web-based advising site (i.e., Virtual Advising Center)	6.3%	40
Other	4.4%	28
Total	100.0%	632

Table 10: Primary Source for Academic Advising, by College

College	Type of Advisor			N
	Faculty member in my department	Professional advisor in my department or college	Other	
CALS	34.1%	57.9%	7.9%	126
CED	15.6%	71.9%	12.5%	32
CHASS	33.6%	53.8%	12.6%	119
CNR	48.0%	48.0%	4.0%	25
COE	25.5%	55.6%	19.0%	153
COT	46.3%	43.9%	9.8%	41
DASA	24.0%	64.0%	12.0%	25
Design	33.3%	66.7%	.	12
PAMS	39.3%	39.3%	21.4%	28
PCOM	14.1%	62.0%	23.9%	71
Total	29.9%	56.0%	14.1%	632

Respondents rated their satisfaction with several aspects of academic advising. Overall ratings were overwhelmingly positive, with a majority of respondents being either “very satisfied” or “satisfied” with each of the 12 aspects asked about. Respondents were most likely to be “very satisfied” with their *advisor’s knowledge about the requirements for current major or major of interest* (44.1%). They were most likely to be dissatisfied with their advisor *keeping me informed about my academic progress*, with 14.9 percent “dissatisfied” and 2.4 percent “very dissatisfied.”

Satisfaction with advising varied somewhat depending upon the type of advisor respondents reported having. Sophomores were more likely to report higher levels of satisfaction if they had a *professional advisor in their department or college* than if they had a *faculty member in their department* or another form of advising. Those with professional advisors were generally more likely than those with faculty member advisors to be “very satisfied” with the following:

- Advising overall: (41.9% vs. 31.7% “very satisfied”)
- Advisor’s knowledge of university rules and procedures (40.0% vs. 29.0%)
- Advisor’s knowledge about general educ and other degree requirements (40.1% vs. 30.1%)

Moreover, those relatively few sophomores who have neither a faculty member nor a professional advisor reported the lowest levels of satisfaction with advising. More than 20 percent of respondents without such an advisor reported being either “dissatisfied” or “very dissatisfied” with five of the 13 items related to advising asked about.

Table 11: Satisfaction with Academic Advising

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Accessibility of my primary advisor	4.0	35.8%	42.8%	12.8%	5.7%	2.9%	631
Amount of time given during advising sessions	4.1	36.2%	44.6%	12.2%	6.2%	0.8%	632
Advisor’s concern with academic success	4.0	34.9%	38.2%	16.5%	8.6%	1.9%	631
Advisor keeping me informed about my academic progress	3.7	28.7%	32.5%	21.6%	14.9%	2.4%	631
Advisor’s knowledge of university rules and procedures	4.0	33.9%	44.1%	15.3%	4.6%	2.1%	626
Advisor providing needed info about academic courses/programs	4.0	35.8%	41.7%	10.2%	9.9%	2.5%	629
Advisor’s knowledge about requirements for current major/major of interest	4.2	44.1%	40.1%	8.4%	5.7%	1.6%	628
Advisor’s knowledge about general educ and other degree requirements	4.0	33.7%	42.9%	16.1%	5.9%	1.4%	629
Advisor knowing whom to contact to help with non-academic problems	3.9	29.8%	33.3%	31.7%	4.4%	0.8%	631
Advisor encouragement of participation in educ enrichment opportunities	3.8	29.1%	34.7%	24.7%	8.4%	3.0%	628
Advisor’s knowledge about post-grad educ options	3.8	25.9%	32.7%	34.8%	5.4%	1.3%	630
Advisor’s knowledge about post-grad employment options	3.7	24.6%	32.8%	35.5%	5.7%	1.4%	629
Academic advising overall	4.0	35.2%	41.7%	13.3%	7.6%	2.1%	630

Figure 2: Satisfaction with Advising, by Type of Advisor

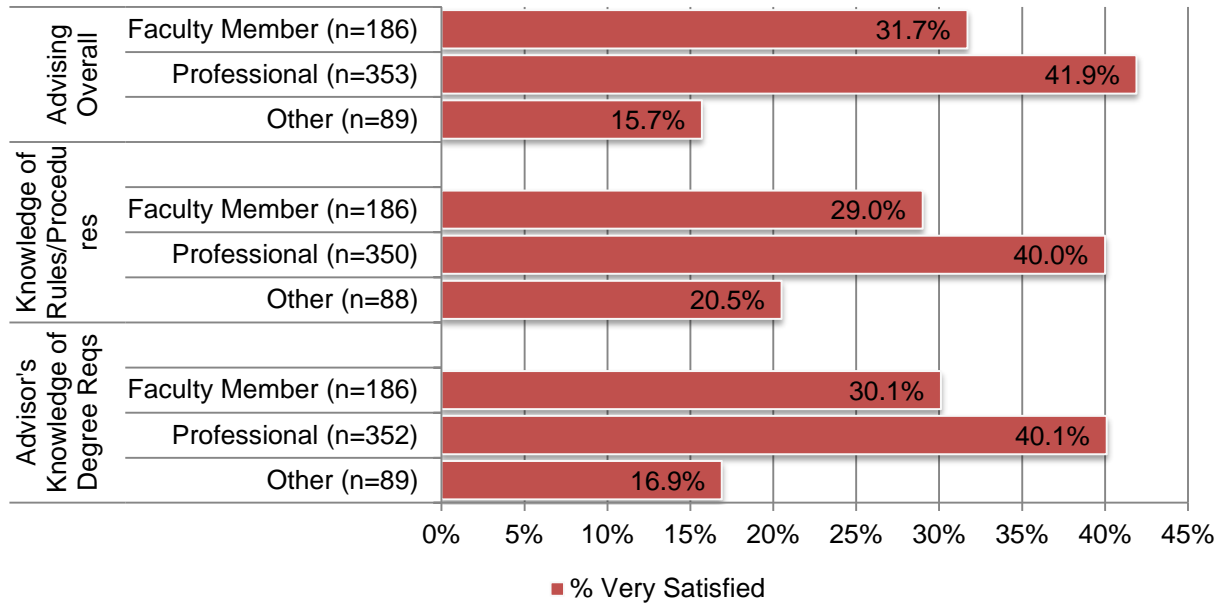
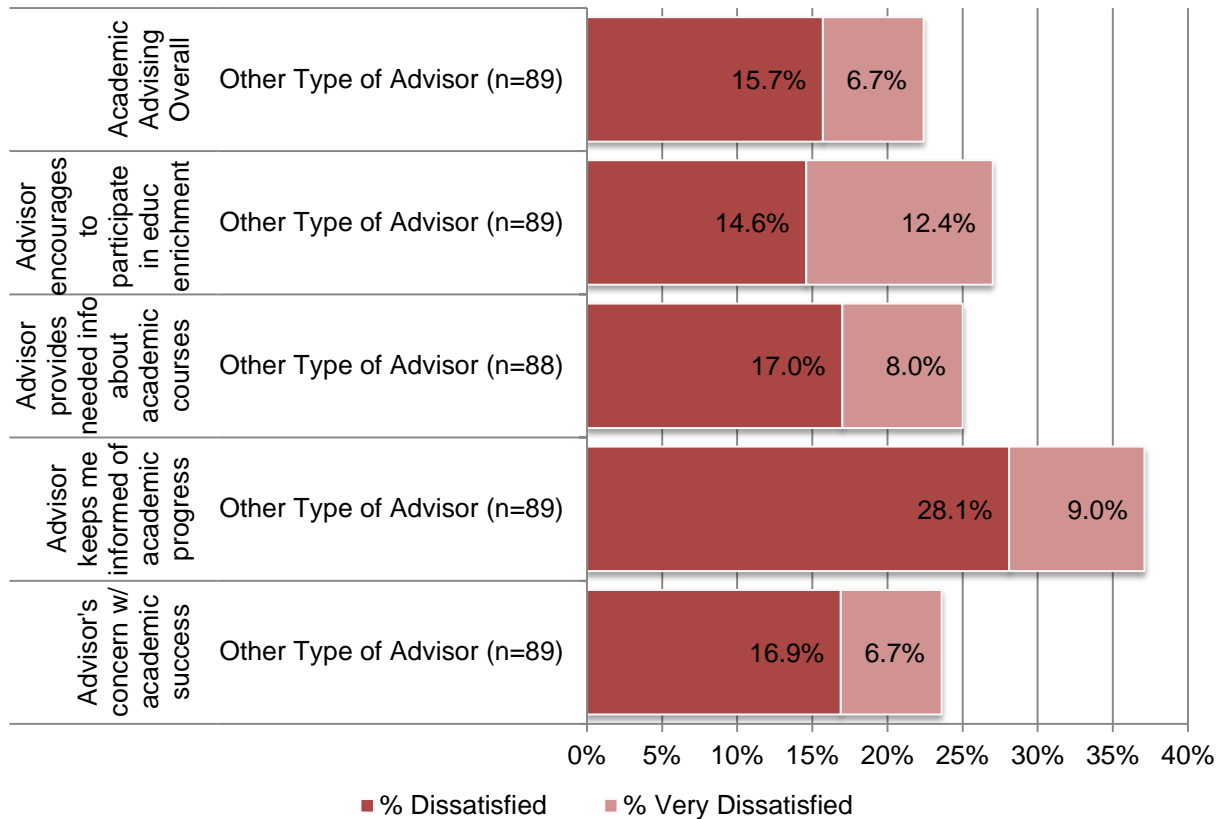


Figure 3: Dissatisfaction among Students with “Other” Type of Advisor (i.e., neither faculty member nor professional advisor)



Nearly two-thirds (65.6%) of respondents said they did not know about or did not use NC State’s Virtual Advising Center website. Of those who have used the website, more than 70 percent gave it a rating of “excellent” (18.8%) or “good” (52.8%).

Table 12: Virtual Advising Center (among those who used)

	Mean Rating	4: Excellent	3: Good	2: Fair	1: Poor	Total (N)
Rating of Virtual Advising Center	2.9	18.8%	52.8%	23.9%	4.6%	218

Campus Climate and Safety

This section explores students’ attitudes toward the campus climate, including NC State’s commitment to helping minority students succeed and fostering diversity on campus, how supportive the campus environment is toward various student groups, and the sense of community at NC State. Perceptions about campus safety, including how safe students feel in certain campus locations and the availability of crime information on campus, are also presented.

Diversity at NC State (Figures 4-5)

Respondents overall were generally satisfied with issues related to diversity at NC State. More than half (53.9%) of students overall “strongly agree” and another 41.8 percent “agree” that *NC State is committed to helping minorities succeed*. However, agreement varies by race/ethnicity, with 59 percent of white students compared to 41.1 percent of students of color saying they “strongly agree” that *NC State is committed to helping minorities succeed*.

Although still a majority, respondents overall (with no notably differences by the race/ethnicity of the students) were less likely to agree that *there is visible leadership to help foster diversity on NC State’s campus* (44.9% “strongly agree” and 40.7% “agree”).

Figure 4: Perceptions of Support for Diversity at NC State

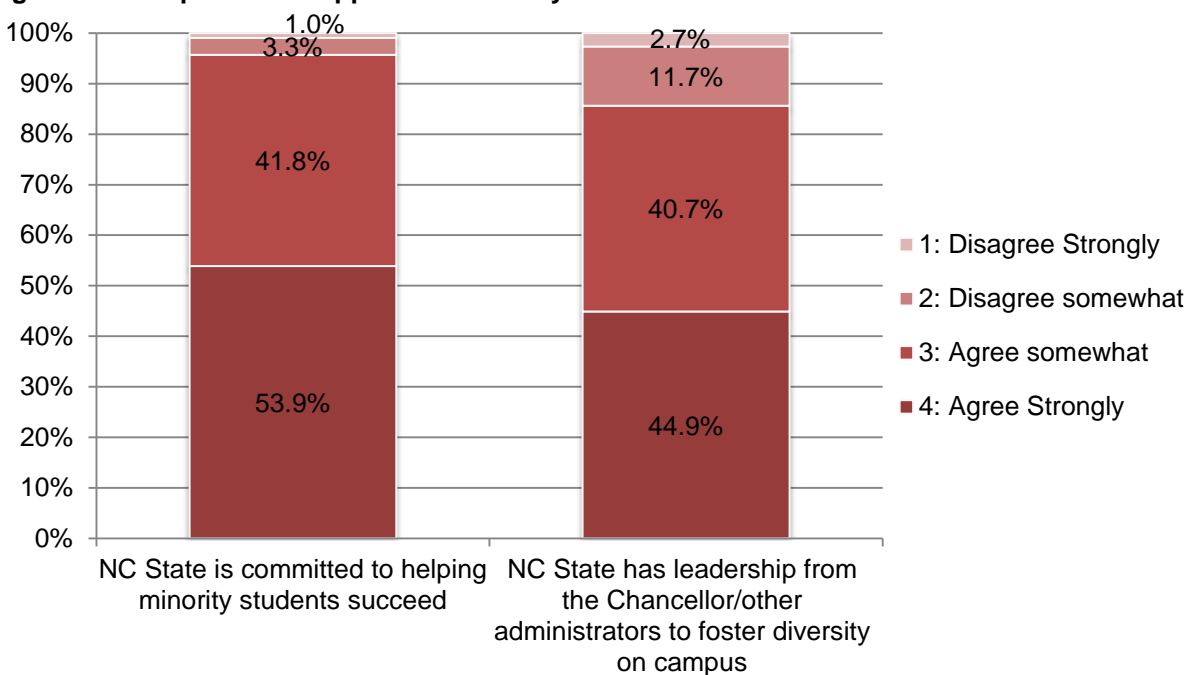
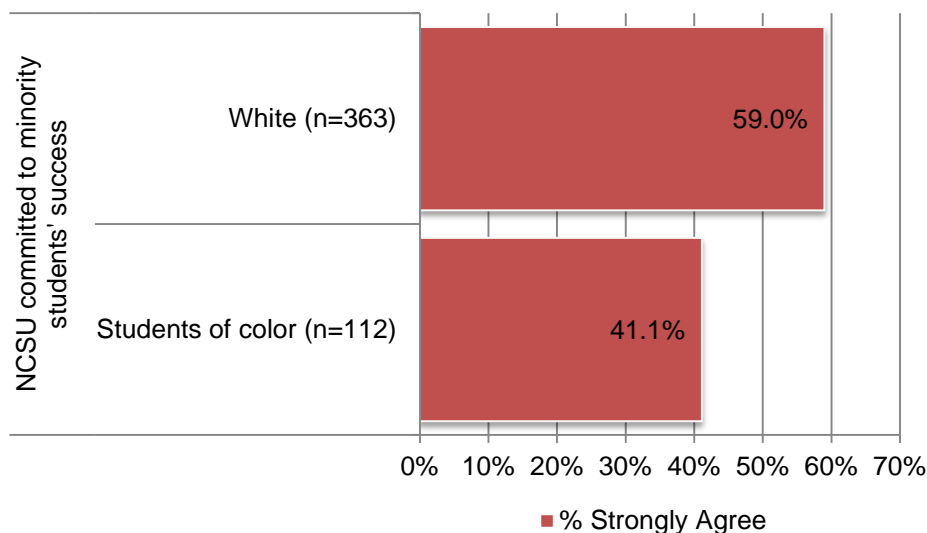


Figure 5: Support for Diversity at NC State, by Race/Ethnicity of Respondent



Campus Climate for Student Groups (Table 13 and Figures 6-7)

Respondents were asked their opinions about how supportive the campus is toward different groups of students (e.g., *women, African Americans, students with disabilities*, etc.). With two exceptions, 45 percent of more of respondents overall said that the campus is “strongly supportive” of the various student groups asked about. Less than 40 percent of respondents said the campus is “strongly supportive” of *gay, lesbian, and bisexual students* and only one-third said the campus is “strongly supportive” of

transgender students. About 1-in-10 respondents said the campus is “strongly nonsupportive” or “mildly nonsupportive” of *transgender students* (12.1%) and of *gay, lesbian, and bisexual students* (10.4%) —more than twice the number giving such a rating to any of the other groups asked about.

Students who self-identified as a member of the GLBT community were more likely than those who identified as heterosexual or straight to believe the campus is nonsupportive of gay, lesbian, and bisexual students (18.2% vs 10.0%), and of transgender students (22.7% vs 11.5%). Similarly, 31.1 percent of African American respondents compared to 54.3 percent of white respondents said they think NC State is “strongly supportive” of African Americans. Almost 15 percent of African American respondents said they think NC State is “mildly” (11.1%) or “strongly non-supportive” (2.2%) of African Americans.

Table 13: Perceptions of Campus Climate for Groups on Campus

	Mean Rating	5: Strongly supportive	4: Mildly supportive	3: Neutral	2: Mildly nonsupportive	1: Strongly nonsupportive	Total (N)
For women	4.4	54.4%	30.8%	14.1%	0.6%	0.2%	491
For men	4.4	60.4%	22.0%	15.7%	1.2%	0.8%	492
For African Americans	4.3	51.0%	29.0%	17.1%	2.2%	0.6%	490
For other racial/ethnic minorities	4.2	45.4%	32.8%	18.7%	2.6%	0.4%	491
For international students	4.2	49.8%	28.7%	17.0%	4.1%	0.4%	488
For students with disabilities	4.2	48.4%	25.4%	20.3%	5.1%	0.8%	492
For gay, lesbian, and bisexual students	4.0	38.8%	29.6%	21.2%	8.8%	1.6%	490
For transgender students	3.8	33.1%	26.1%	28.8%	7.8%	4.3%	490

Figure 6: Perceptions of Campus Climate for GLBT Students, by GLBT Status of Respondent

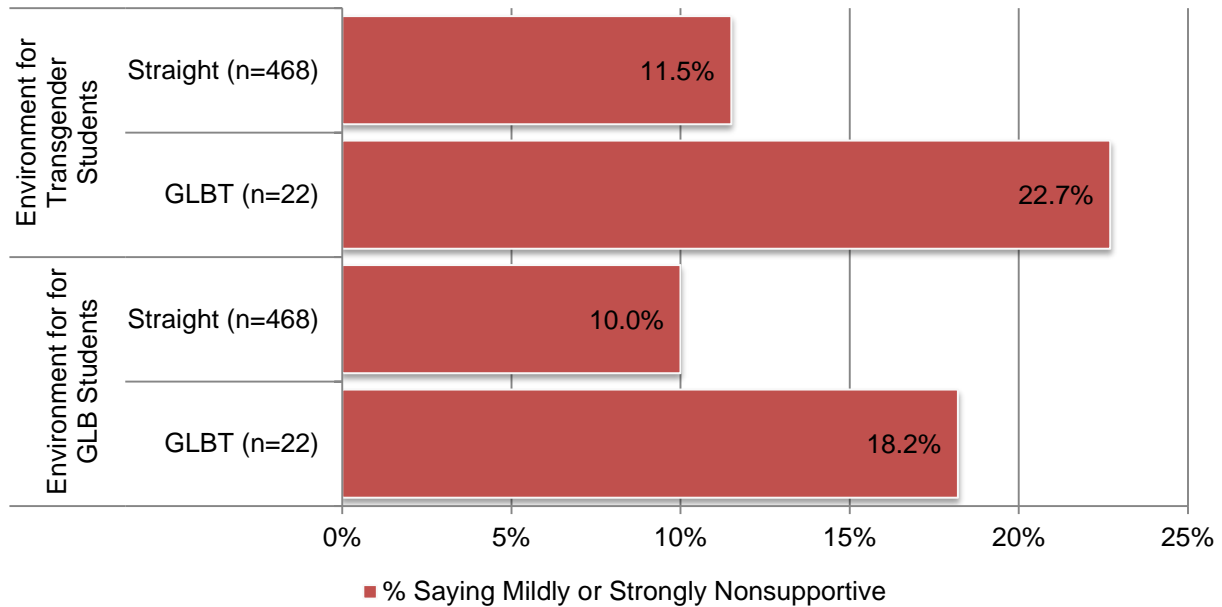
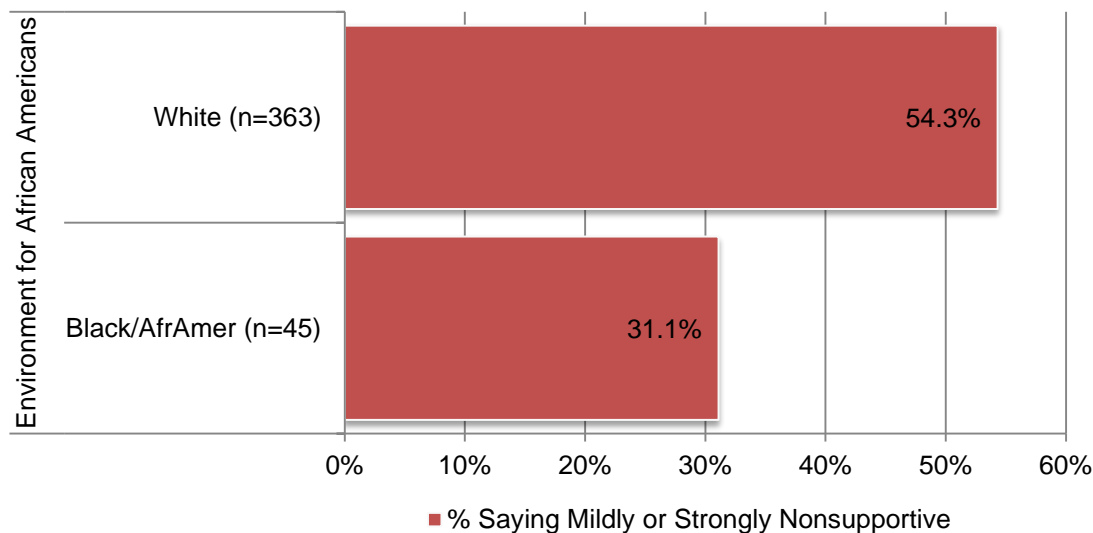


Figure 7: Perceptions of Campus Climate for African American Students, by Race/Ethnicity of Respondent



Sense of Community (Table 14)

More than 85 percent of respondents said that it is “very” (55.7%) or “moderately important” (31.6%) to personally experience a sense of community at NC State, and 82.7 percent of all respondents said they actually do experience a sense of community to a “great extent” (36.2%) or to “some extent” (46.5%). A clear relationship exists between sophomores’ beliefs about the importance of feeling a sense of community at NC State and actually having that experience. In general, respondents who believe it is

important to experience a sense of community at NC State respond that they experience such community to at least some extent. More than half of those who said it is “very important” to experience a sense of belonging said they actually experience it “a great deal.” Only 2.5 percent of respondents who think it is “very important” to experience a sense of community do not experience it at all, and another 7.9 percent said they experience it only to “a small extent.” Conversely, those who see it as less important generally reported feeling less connected to NC State.

Table 14: Sense of Community at NC State University

Importance of experiencing a sense of belonging or community at NC State	Extent to which experience sense of belonging or community at NC State				Total
	4: To a great extent	3: To some extent	2: To a small extent	1: Not at all	
4: Very important (N=277)	53.1%	36.5%	7.9%	2.5%	55.7%
3: Moderately important (N=157)	17.2%	67.5%	15.3%	.	31.6%
2: Slightly important (N=51)	9.8%	41.2%	41.2%	7.8%	10.3%
1: Not at all important (N=12)	8.3%	25.0%	25.0%	41.7%	2.4%
Total (N=497)	36.2%	46.5%	14.1%	3.2%	100.0%

Campus Safety (Table 15 and Figure 8)

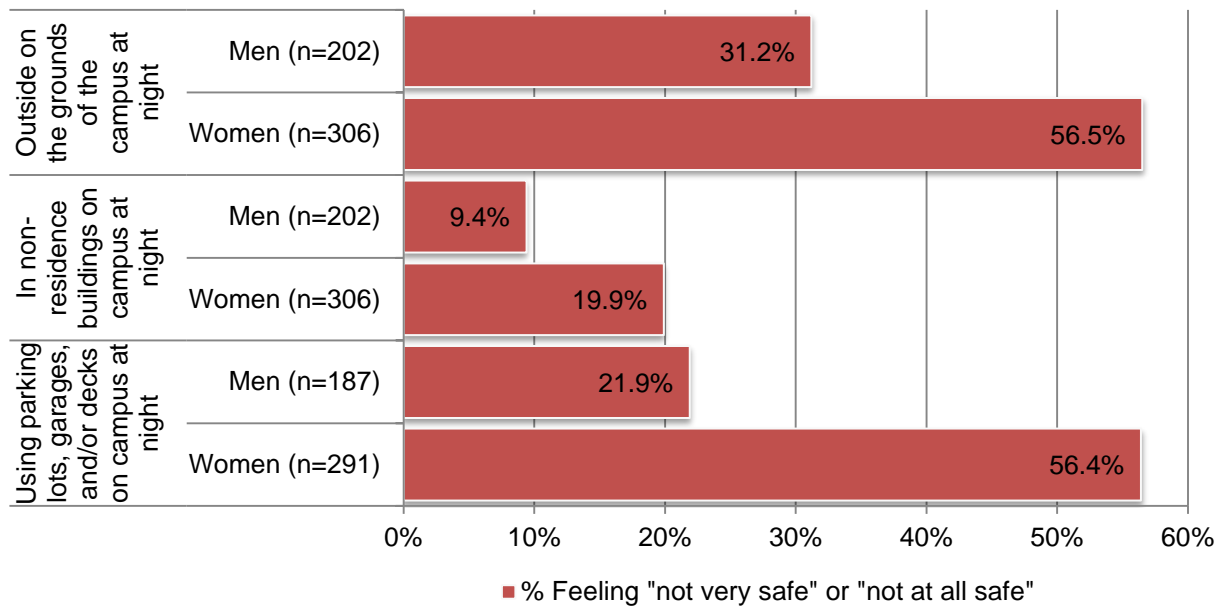
Sophomores were asked how safe they feel in various campus locations at various times of day and night. Ratings varied greatly, with outdoor locations at night receiving the lowest ratings. More than two-thirds of respondents reported feeling “very safe” in *campus residence halls during the day/early evening* (67.8%), and less than 1 percent said they feel either “not very safe” or “not at all safe.” In contrast, more than 45 percent of respondents said they feel “not at all safe” (11%) or “not very safe” (35.4%) *outside on the grounds of the campus at night* and more than 40 percent report feeling “not at all safe” (7.3%) or “not very safe” (35.6%) *using the parking lots, garages, and/or decks on campus at night*.

In addition, when the results were broken down by gender some stark differences emerged with regards to perceptions of safety while on campus during the evenings. Female respondents were more than twice as likely as males to either feel “not very safe” or “not at all safe” *using the parking lots, garages, and/or decks on campus at night* (56.4% vs. 21.9%) and about twice as likely to feel unsafe *in non-residence buildings on campus at night* (19.9% vs. 9.4%) or *outside on the grounds of the campus at night* (56.5% vs. 31.2%).

Table 15: Perceptions of Campus Safety

	Mean Rating	4: Very safe	3: Pretty safe	2: Not very safe	1: Not at all safe	Total (N)
In campus residence halls during the day/early evening	3.7	67.8%	31.3%	0.7%	0.2%	450
In campus residence halls at night	3.4	44.2%	49.2%	6.2%	0.5%	437
Using the parking lots, garages and/or decks on campus during the day/early evening	3.5	48.9%	47.7%	3.1%	0.4%	491
Using the parking lots, garages, and/or decks on campus at night	2.7	15.3%	41.8%	35.6%	7.3%	478
In non-residence buildings on campus during the day/early evening	3.6	60.2%	37.9%	1.3%	0.6%	522
In non-residence buildings on campus at night	3.1	30.7%	53.5%	13.8%	2.0%	508
Outside on the grounds of the campus during the day/early evening	3.5	50.3%	46.1%	3.3%	0.4%	521
Outside on the grounds of the campus at night	2.5	12.0%	41.5%	35.4%	11.0%	508

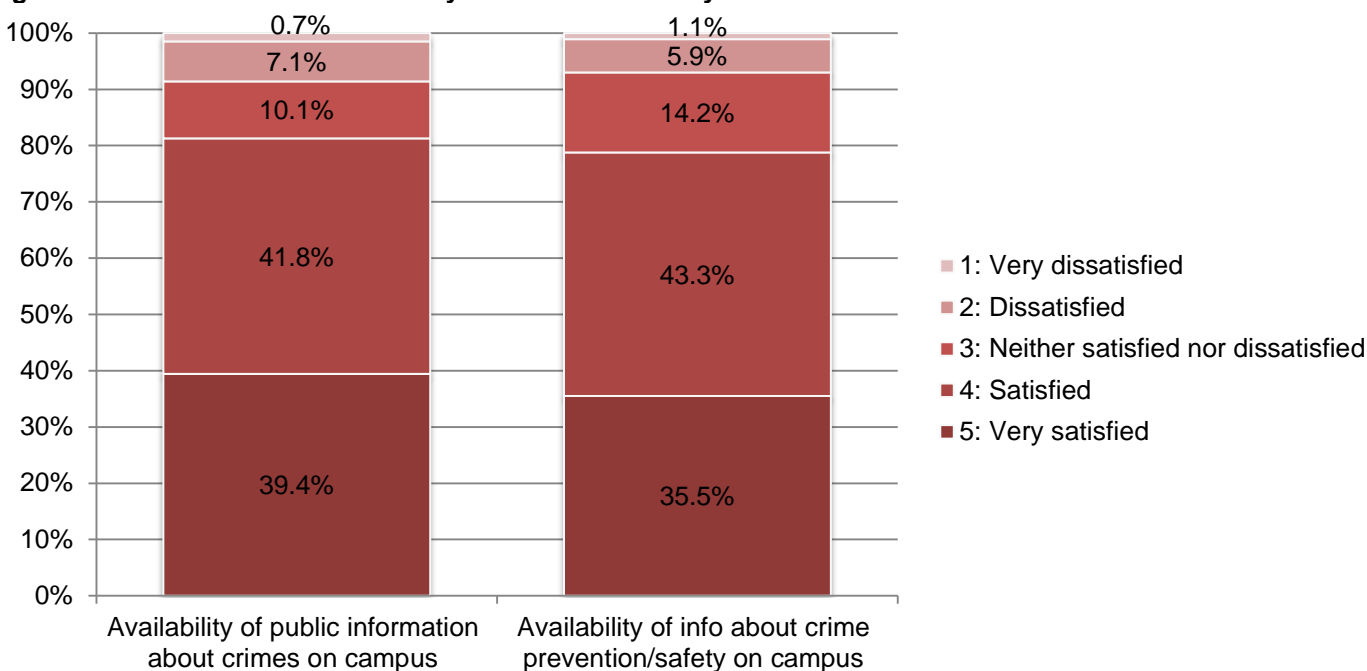
Figure 8: Perceptions of Campus Safety, by Gender of Respondent



Availability of Crime and Safety Information (Figure 9)

More than 80 percent of respondents reported being either “very satisfied” (39.4%) or “satisfied” (41.8%) with the *availability of public information about crimes on campus*. In addition, 78.8 percent of respondents were either “very satisfied” (35.5%) or “satisfied” (43.3%) with the *availability of information about crime prevention/safety on campus*.

Figure 9: Satisfaction with Availability of Crime and Safety Information



Crime Reporting (Table 16)

Nearly three-fourths of respondents (72.8%) said they *know how to report suspicious or threatening behavior*, and almost 90 percent said it is “very likely” (41.1%) or “somewhat likely” (46.5%) that they would report such behaviors to campus authorities. Not surprisingly, there was a clear relationship between sophomores’ *likelihood of reporting suspicious or threatening behavior to campus authorities* and whether or not he or she knows how to report such behaviors. For example, of those who indicated they knew how to report suspicious behaviors, 46.6 percent were “very likely” to report it to campus authorities compared to only 26.2 percent of respondents who indicated they do not know how to report suspicious or threatening behaviors. Likewise, of those not knowing how to report suspicious behaviors, over a third were “somewhat unlikely” (29.0%) or “very unlikely” (4.1%) to do so.

Table 16: Likelihood of Reporting Suspicious or Threatening Behavior by Knowledge

Know how to report suspicious or threatening behavior on campus	Likelihood of reporting suspicious or threatening behavior to campus authority				N
	4: Very likely	3: Somewhat likely	2: Somewhat unlikely	1: Very unlikely	
Yes	46.6%	48.7%	4.1%	0.5%	388
No	26.2%	40.7%	29.0%	4.1%	145
Total	41.1%	46.5%	10.9%	1.5%	533

Student Services

This section examines respondents' satisfaction with various academic and non-academic student services, university online systems, and financial aid services.

Services Outside the Classroom (Tables 17-22)

Respondents were asked to rate 29 specific services, divided into 6 categories: academic assistance and tutoring; research support; library; career services; information technology; and the campus bookstore. Ratings range from “1” (“very dissatisfied”) to “5” (“very satisfied”). “Don’t know” and “Did not use” responses are excluded from the analyses.

Respondents appeared to be satisfied with all such services, with no single item having more than 5 percent saying they were “very dissatisfied.” Sophomores were most likely to be “very satisfied” with *Library hours of operation* (50.9%) and most likely to be dissatisfied with *opportunities to be involved with faculty on their research* (17.8%).

Academic Assistance and Tutoring: As noted earlier, these tables exclude “Don’t know/Not applicable” responses. With the exception of *availability of academic assistance or tutoring services on campus*, the number of students selecting “Don’t know/Not applicable” was much larger for these items than for the other services asked about.

Ratings varied for the different areas of academic assistance and tutoring. Respondents were most likely to be “very satisfied” or “satisfied” with the *availability of academic assistance or tutoring services on campus* (81.9%) and with academic assistance or tutoring in *mathematics* (75.0%). They were least likely to be “very satisfied” or “satisfied” with academic assistance or tutoring in *reading* (52.9%).

Table 17: Satisfaction with Academic Assistance and Tutoring

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Availability of academic assistance or tutoring services on campus: Overall	4.0	25.8%	56.1%	13.7%	3.1%	1.2%	415
Academic assistance or tutoring: Writing	3.9	25.0%	46.4%	23.0%	3.6%	2.0%	196
Academic assistance or tutoring: Reading	3.6	17.4%	35.5%	43.0%	1.7%	2.5%	121
Academic assistance or tutoring: Mathematics	3.9	21.4%	53.6%	17.1%	6.1%	1.8%	280
Academic assistance or tutoring: Science	3.8	20.1%	47.6%	22.7%	7.1%	2.6%	269
Academic assistance or tutoring: Foreign language	3.7	16.9%	40.0%	39.2%	2.3%	1.5%	130
Academic assistance or tutoring: Study skills	3.6	14.8%	44.4%	33.8%	3.5%	3.5%	142

Research Support: Sophomores were almost twice as likely to say they were “very satisfied” with *access to up-to-date facilities* than to say they were “very satisfied” with *opportunities to be involved with faculty on their research* (18.4% vs 9.4%). More than one-fifth of respondents reported being either “dissatisfied” (17.8%) or “very dissatisfied” (3.7%) with *opportunities to be involved with faculty on their research*.

Table 18: Satisfaction with Research Support

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Opportunities to be involved with faculty research	3.3	9.4%	34.6%	34.6%	17.8%	3.7%	298
Access to up-to-date facilities	3.7	18.4%	46.4%	24.6%	9.5%	1.1%	358

Library: Overall, respondents were very satisfied with library services, with at least three-fourths saying they were at satisfied with six of the seven individual areas asked about. Ratings were particularly high for *hours of operation*, with 50.9 percent “very satisfied” and 42.3 percent “satisfied.” Respondents were most likely to be “very dissatisfied” or “dissatisfied” with the *library’s space for group work* (15.4%) and *with space for individual student work in the library* (10.1%).

Table 19: Satisfaction with Library

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Helpfulness of staff	4.2	33.1%	52.4%	12.6%	1.7%	0.2%	523
Space for individual student work	4.0	29.2%	52.1%	8.7%	9.0%	1.1%	566
Space for group work	3.9	30.4%	45.8%	8.4%	12.5%	2.9%	559
Training to use library and info resources	3.9	23.6%	46.8%	24.0%	4.8%	0.8%	500
Access to databases and resources	4.2	36.7%	52.7%	9.1%	1.5%	0.0%	539
Access to online library resources	4.3	39.5%	52.2%	6.7%	1.6%	0.0%	552
Hours of operation	4.4	50.9%	42.3%	4.4%	1.9%	0.5%	568
Effectiveness of library resources/services improving learning experience	4.2	36.7%	51.7%	10.8%	0.5%	0.2%	553
Library services overall	4.3	37.8%	55.0%	6.5%	0.7%	0.0%	569

Information Technology: Overall, respondents gave consistently high ratings to information technology services available on campus, with about two-thirds or more respondents being at satisfied with each of the services asked about. *Online course management system(s) used in my classes* and *adequate equipment/software in computer labs to meet needs* received the highest ratings with 81.5 and 81.2 percent respectively saying they were “very satisfied” or “satisfied.” Students were least satisfied

with availability of wireless on campus, with 17.4% saying they were “dissatisfied” or “very dissatisfied” with this service.

Table 20: Satisfaction with Information Technology

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Tech training I need to use	3.8	16.9%	54.3%	22.3%	5.6%	0.8%	372
Helpdesk assistance w/ solve probs	3.9	24.7%	50.5%	19.3%	4.6%	0.8%	368
Computer lab hours of operation	3.9	21.4%	56.7%	17.3%	3.9%	0.7%	411
Adequate equip/software in comp labs to meet needs	4.0	22.4%	58.8%	15.2%	2.8%	0.9%	434
Availability of wireless on campus	3.7	22.0%	45.8%	14.8%	13.0%	4.4%	500
Online course mgmt system(s) in classes (e.g., Moodle)	4.0	22.6%	58.9%	13.3%	4.0%	1.2%	504
IT effectiveness improving learning exp	3.9	18.8%	58.6%	19.4%	2.7%	0.6%	485
IT services overall	3.9	16.4%	63.5%	17.2%	2.4%	0.4%	493

Career Services: Ratings were consistently positive for career services, with little variation in ratings of individual services asked about. Seventy-five percent or more of respondents were at least “satisfied” with each of the career services asked about. Ratings were particularly high for *helpfulness of staff* and *availability of career services online*, with about 80 percent of respondents being “very satisfied” or “satisfied.”

Table 21: Satisfaction with Career Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Helpfulness of staff	4.0	28.6%	52.3%	16.0%	1.5%	1.5%	325
Info for internships, co-ops, and other career-related exp	4.0	27.0%	50.3%	14.8%	6.4%	1.5%	344
Access to employment opportunities	4.0	31.1%	48.3%	13.8%	5.4%	1.4%	354
Help w/ preparing for interviews, resumes, etc	4.0	32.1%	45.8%	17.0%	3.9%	1.2%	330
Availability of career resources online	4.0	26.2%	53.3%	14.5%	4.8%	1.2%	332
Career services overall	4.0	25.3%	54.0%	16.2%	3.7%	0.9%	352

Bookstore: More than three-fourths of respondents (77.5%) were satisfied with *the timely availability of course materials at the bookstore.*

Table 22: Satisfaction with Campus Bookstore

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Bookstore: Timely availability of books, computer supplies, etc	3.9	24.1%	53.4%	13.8%	7.1%	1.6%	564

Non-Academic Service Areas (Tables 23-24)

Respondents were asked to indicate their satisfaction with various non-academic service areas and the quality of the staff associated with the services. Service ratings range from “1” (“very dissatisfied”) to “5” (“very satisfied”) and the quality of staff ratings range from “1” (“poor”) to “5” (“excellent”). “Don’t know” and “Did not use” responses were excluded from the analyses.

Ratings for service areas varied greatly, with anywhere from 8 percent to 31 percent of respondents saying they were “very satisfied” with a particular service. More than three-fourths of sophomores were either “satisfied” or “very satisfied” with *campus recreation* (88.6%), the *bookstore* (81.7%), the *campus police department* (76.6%), *on-campus shuttle/transportation services* (76.5%), and *health services* (76.0%). On the other hand, respondents were most likely to be “dissatisfied” or “very dissatisfied” with *parking* (42.0%), *dining services* (20.1%), *financial aid application/award process* (12.4%), and *financial aid disbursement process* (11.8%). Interestingly, sophomores appeared to have a “love/hate” relationship with both the financial aid application/award and disbursement processes -- while a large number of students reported being “very satisfied” with these services (24.9% and 24.7%, respectively), a relatively high number of more than one-in-ten also reported being “dissatisfied” or “very dissatisfied” with these services.

Ratings for quality of staff generally mirrored those for the service itself. Nearly one-third of respondents were “very satisfied” with the staff associated with *health services* (32.4%), *campus recreation* (31.6%), and the *bookstore* (30.6%). Furthermore, with the exception of the *parking* staff (17.8%), no other service area staff had more than 10 percent of respondents either “dissatisfied” or “very dissatisfied” with the quality of staff.

Table 23: Satisfaction with Non-Academic Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Financial aid: Application/award Process	3.8	24.9%	44.3%	18.4%	9.6%	2.8%	386
Financial aid: Disbursement Process	3.8	24.7%	45.4%	18.0%	10.5%	1.3%	372
Cashier/Student accounts/billing Office	3.8	22.6%	50.9%	17.1%	7.5%	1.8%	438
Registrar's Office	3.9	22.0%	52.8%	20.5%	3.9%	0.8%	386
Bookstore	4.0	22.0%	59.7%	12.3%	4.8%	1.2%	519
Health Services	3.9	30.0%	46.0%	14.4%	7.6%	2.0%	450
Counseling (Personal, Interpersonal, or Psychological)	3.9	29.0%	44.0%	21.8%	3.2%	2.0%	248
Housing and Residence Life	3.7	18.0%	52.4%	18.6%	8.3%	2.6%	456
Campus Recreation	4.2	31.2%	57.4%	9.6%	1.5%	0.4%	481
Dining Services	3.5	13.7%	47.4%	18.9%	13.5%	6.6%	498
On-campus Shuttle/Transportation Services	3.9	21.0%	55.5%	15.9%	5.8%	1.9%	485
Campus Police Department	3.9	20.4%	56.2%	18.6%	3.6%	1.3%	393
Parking	2.9	8.4%	30.8%	18.8%	26.8%	15.2%	474

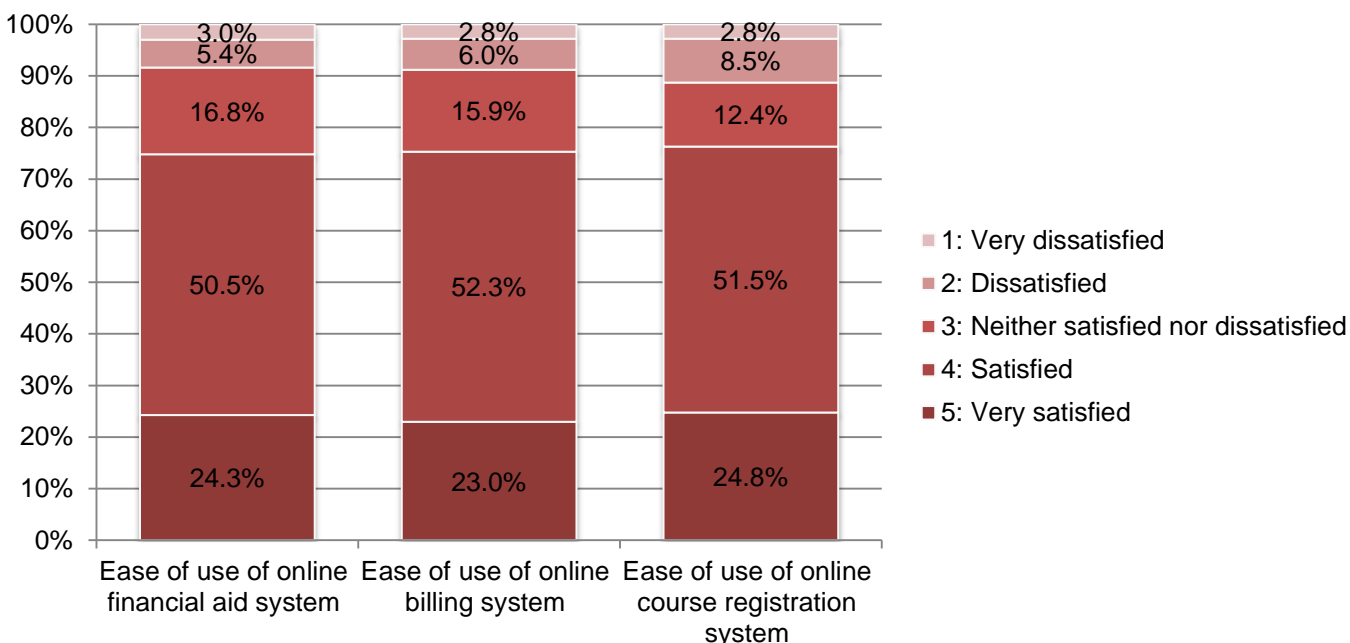
Table 24: Satisfaction with Non-Academic Services Staff

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Financial aid: Application/award Process	3.9	25.6%	49.1%	19.1%	4.3%	1.9%	324
Financial aid: Disbursement Process	3.9	25.7%	47.9%	20.3%	4.2%	1.9%	311
Cashier/Student accounts/billing Office	3.9	24.5%	51.0%	18.9%	3.7%	2.0%	355
Registrar's Office	4.0	24.0%	52.3%	20.1%	2.4%	1.2%	329
Bookstore	4.1	30.6%	54.6%	12.3%	2.1%	0.4%	513
Health Services	4.0	32.4%	48.0%	13.1%	4.5%	2.0%	442
Counseling (Personal, Interpersonal, or Psychological)	4.0	28.7%	48.0%	18.4%	2.5%	2.5%	244
Housing and Residence Life	3.9	23.0%	50.3%	17.5%	7.3%	1.8%	439
Campus Recreation	4.2	31.6%	54.3%	12.8%	1.1%	0.2%	462
Dining Services	3.9	25.8%	49.3%	16.0%	6.1%	2.9%	489
On-campus Shuttle/Transportation Services	4.1	28.6%	54.1%	13.2%	2.9%	1.3%	479
Campus Police Department	4.0	24.9%	55.0%	15.5%	2.2%	2.5%	362
Parking	3.4	15.2%	40.4%	26.6%	8.9%	8.9%	361

University Online Systems (Figure 10)

Respondents were asked to indicate their satisfaction with the ease of use of several of the university's online systems. Ratings were fairly consistent, with nearly three-fourths saying they were at least "satisfied" with the *online financial aid system* (74.8%), the *billing system* (75.3%), and the *course registration system* (76.3%).

Figure 10: Satisfaction with University Online Systems



Financial Aid (Table 25; Figures 11-12)

While the majority of respondents were confident they will have the financial resources to get their degree, nearly one-in-ten respondents "disagree" (7.2%) or "strongly disagree" (1.4%) that they *will have the financial resources they need to finish college*, and another 17.7 percent appear uncertain (responding "neither agree nor disagree").

Two-thirds (66.3%) of respondents said they have received some type of financial aid (e.g., scholarships, grants, loans, work-study) while at NC State. Over 40 percent of those receiving aid reported being "very satisfied" with their aid package, and approximately 15 percent were either "moderately dissatisfied" (13.1%) or "very dissatisfied" (2.5%). Large majorities of those receiving aid gave positive ratings to the customer service skills of the financial aid staff. Respondents were most likely to rate *advisor staff* (37.9%) and *reception staff* (37.6%) as "excellent", followed by and *phone staff* (33.2%).

Table 25: Financial Resources to Finish College

	Mean Rating	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Total (N)
I will have the financial resources I need to finish college	4.0	38.6%	35.0%	17.7%	7.2%	1.4%	497

Figure 11: Satisfaction with Financial Aid Package

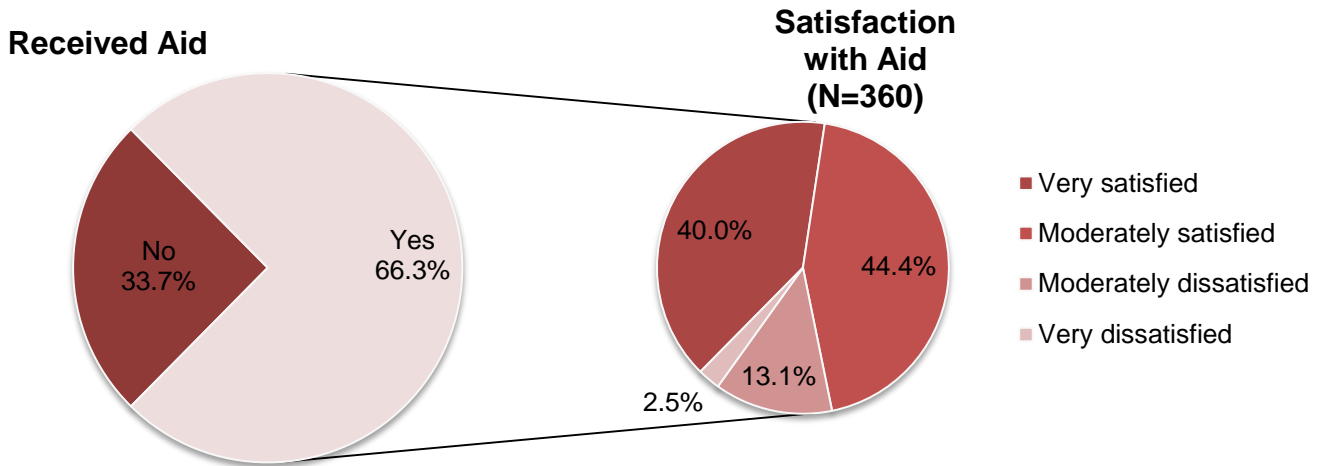
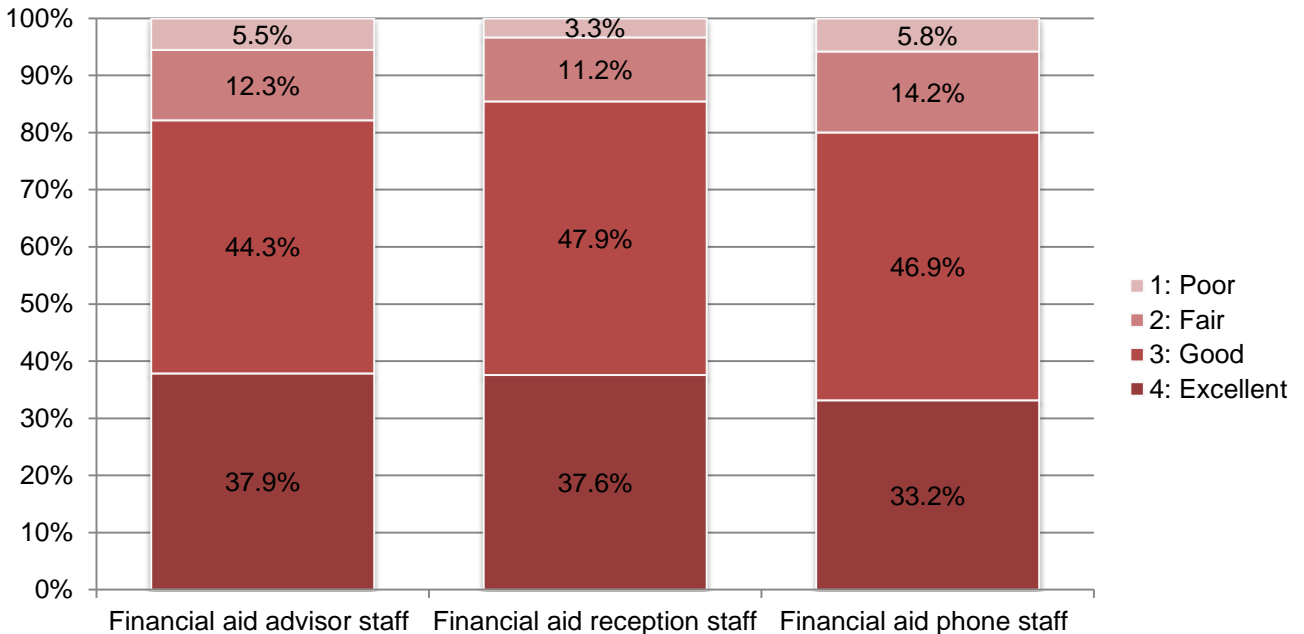


Figure 12: Customer Service Skills of Financial Aid Staff



Knowledge, Skills, and Personal Development (Tables 26-28)

This section of the report focuses on respondents' perceptions of how well NC State has contributed to their academic and personal development. The 36 individual areas asked about relate to general education, personal development, or world view goals that the University has for their undergraduate education. Contributions are rated on a scale of "1" ("not at all") to "4" ("very much"). "Don't know" responses are excluded from the analyses.

General Education Goals

Overall, respondents were satisfied with the extent to which NC State met their educational goals. Over three-fourths of respondents said NC State contributed "very much" or "somewhat" to 17 of the 19 general education goals, and over 90 percent said NC State contributed "very much" or "somewhat" to nine of those goals. Sophomores gave the highest ratings to the contribution to their development of *using critical thinking skills* (93.8%), *identifying a problem/concept and articulating its components* (93.7%), and *ability to plan and carry out projects independently* (91.7%).

While still receiving positive ratings by a majority, respondents were most likely to think their education contributed "very little" or "not at all" to the general education goals of *the capacity to engage with and respond to creative works (e.g., plays music, movies, dance, visual arts, and other arts), as creator, designer, performer or audience member; and to evaluate their significance* (25.9%), *appreciating the humanities (e.g., literature, philosophy, religion, history, etc.)* (25.4%), and *applying social science methods to understand human behavior* (19.6%).

Table 26: Contribution to General Education Goals

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Writing effectively	3.1	30.7%	51.9%	13.3%	4.0%	495
Speaking effectively	3.2	36.0%	46.8%	13.8%	3.4%	494
Listening effectively	3.2	38.3%	48.6%	10.3%	2.8%	496
Comprehending written and oral information	3.3	41.9%	49.4%	6.3%	2.4%	492
Creating/distributing info and knowl using mult communication forms	3.1	34.3%	48.1%	14.0%	3.7%	493
Using mathematical skills	3.3	42.4%	43.8%	10.8%	3.0%	493
Applying scientific methods of inquiry	3.1	34.0%	47.7%	14.7%	3.7%	491
Applying analytic skills	3.3	45.1%	45.9%	7.6%	1.4%	488
Using technologies appropriate to my discipline	3.3	44.9%	45.1%	8.1%	1.8%	492
Finding information using technology and evaluating it	3.3	41.2%	48.9%	7.7%	2.2%	495
Using critical thinking skills	3.4	47.1%	46.7%	4.7%	1.6%	493
Ability to plan and carry out projects independently	3.3	44.1%	47.6%	5.3%	3.0%	492
Identifying a problem/concept and articulating its components	3.3	39.2%	54.5%	4.9%	1.4%	492
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.3	37.9%	51.9%	8.1%	2.0%	491
creating and being open to new ideas/perspectives	3.3	42.0%	48.7%	7.5%	1.8%	491
Solving real world problems in ways that demonstrate imagination/creativity	3.2	34.4%	52.9%	9.8%	2.9%	488
Capacity to engage with/respond to creative works and evaluate significance	2.9	30.8%	43.3%	15.8%	10.1%	467
Appreciating the humanities	3.0	30.5%	44.1%	16.9%	8.5%	485
Applying social science methods to understand human behavior	3.1	32.2%	48.2%	14.0%	5.6%	479

Personal Development Goals

Respondents gave high ratings to the extent to which NC State contributed to various personal development goals, with three-fourths or more saying their education contributed “very much” or “somewhat” to each of the 12 individual personal development items asked about. Sophomores gave the highest ratings to the extent to which NC State contributed to their development of *potential for success* (92.6%), *experiencing personal growth (e.g., self-discipline, responsibility, self-awareness, etc.)* (92.1%), and *taking responsibility for my own behavior* (90.1%).

Table 27: Contribution to Personal Development Goals

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Recognizing and acting on ethical principles	3.2	34.4%	50.4%	11.0%	4.1%	482
Developing leadership skills	3.2	41.2%	45.3%	10.7%	2.9%	486
Working effectively as part of a team	3.3	46.2%	42.7%	8.2%	2.9%	487
Being involved in public and community affairs	3.1	34.5%	43.3%	16.7%	5.4%	478
Developing and sustaining an active and healthy lifestyle	3.1	35.3%	42.7%	14.8%	7.2%	487
Experiencing personal growth	3.4	53.9%	38.2%	5.6%	2.3%	484
Ability to handle stress	3.1	32.7%	47.2%	13.1%	7.0%	489
Time management	3.2	41.3%	44.8%	11.2%	2.6%	491
Valuing learning as lifelong process	3.3	43.4%	44.2%	8.4%	3.9%	486
Taking responsibility for my own behavior	3.4	51.3%	38.8%	7.2%	2.7%	487
Potential for success	3.4	51.5%	41.1%	5.5%	1.8%	487
Viewing failure as an opportunity to learn	3.1	37.0%	44.0%	13.6%	5.4%	484

World View Goals

Respondents were generally satisfied with NC State's contribution to their development of world views. They were most likely to say their education contributed "very much" or "somewhat" to their *ability to work with people from diverse backgrounds* (91.0%) and *understanding and respecting diverse cultures, values and perspectives* (88.7%).

Table 28: Contribution to World View Goals

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Understanding issues and problems facing the world	3.3	42.0%	45.6%	10.0%	2.4%	491
Understanding and respecting diverse cultures, values, and perspectives	3.3	45.3%	43.4%	8.2%	3.1%	488
Ability to work with people from diverse backgrounds	3.4	48.8%	42.2%	6.2%	2.9%	486
Sensitivity to issues associated with racial equity	3.2	40.6%	44.4%	10.9%	4.2%	478
Sensitivity to issues associated with gender equity	3.2	40.7%	42.2%	12.5%	4.6%	481
Appreciating differences in sexual orientation	3.1	37.1%	40.2%	14.7%	8.1%	483
Understanding the present as it relates to history	3.1	37.0%	42.6%	16.0%	4.3%	486
Understanding human problems through a global perspective	3.2	38.4%	47.0%	10.9%	3.7%	485

Employment and Extracurricular Activities

This section of the report focuses on employment rates, work hours, and involvement in extracurricular activities among sophomores at NC State.

Employment (Table 29; Figures 13-14)

Slightly more than half of respondents reported being employed during the 2012-2013 academic year (56.0%). The majority of employed respondents worked *off campus only* (51.9%), with another 12.2 percent working *both on and off campus*. Respondents who worked off campus were more likely than those working on campus to report working more than 20 hours per week (20.2% vs. 12.5%, respectively). While 44.4 percent of employed respondents believed that their job “does not interfere with their schoolwork,” slightly more said it takes “some time” (50.8%) away from their school work, and 4.8 percent say their job takes “a lot of time” away from their school work.

Figure 13: Employment During Academic Year

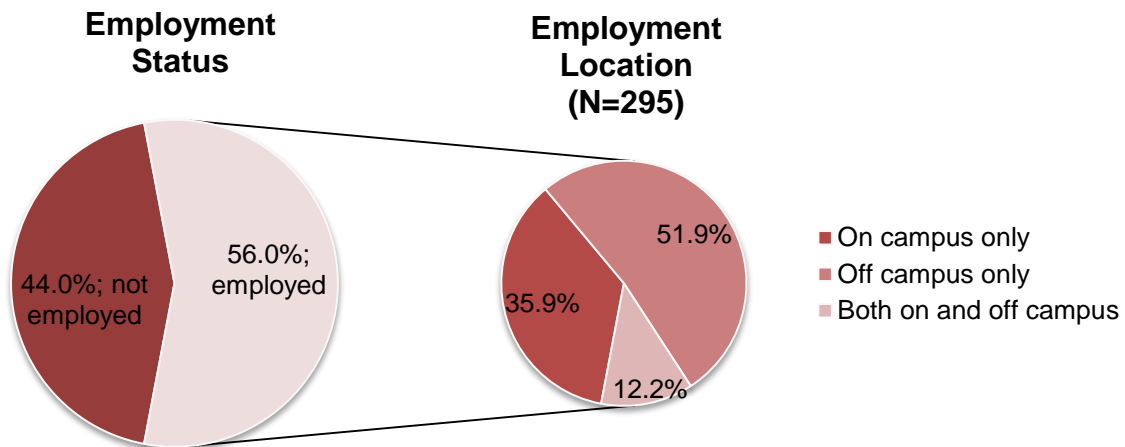


Figure 14: Number of Hours Worked

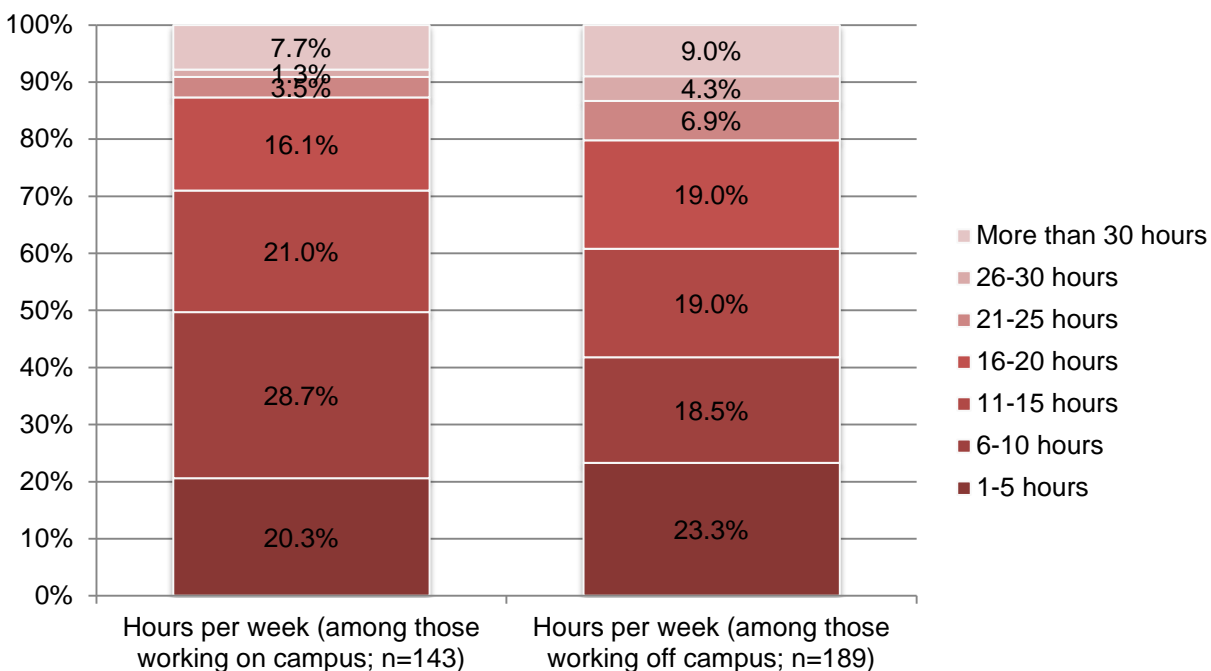


Table 29: Impact of Job on School Work

	%	N
My job does not interfere with my school work.	44.4%	132
My job takes some time away from my school work.	50.8%	151
My job takes a lot of time away from my school work.	4.8%	14
Total	100.0%	297

Involvement in Campus Activities (Tables 30-32)

Sophomores were asked to indicate the campus groups or organizations/programs in which they were involved. Respondents most commonly reported being involved in *organizations/clubs related to major* (40.6%), *intramural/recreational sports/club teams* (36.1%), and *religious groups* (25.8%).

Sophomores were also asked the frequency at which they participated in various campus groups or organizations/programs. Students were most likely to report at least occasionally participating in *community service/volunteer work*, with more than 70 percent saying they had done such a thing at least once during their time at NC State (72.4%). Respondents were least likely to have ever participated in *co-curricular activities* or in *multicultural/diversity events/programs*, with 50 percent and 47.1 percent, respectively, saying they had never participated in these types of activities at NC State. However, the frequency of participation in *co-curricular activities* among those who said

they had ever done this type of thing was much higher than most other activities asked about, with 15 percent of participants indicating they do so “one or more times a week.” So, although half of respondents did not participate in co-curricular activities, those who did were likely to do so on a regular basis.

Table 30: Involvement in Campus Groups/Organizations/Programs

	%	N
Academic scholarship prog (Caldwell, Park, etc.)	5.5%	29
GLBT Community Alliance	2.3%	12
Intramural/rec sports/club team	36.1%	192
Minority student groups	10.2%	54
Org/club related to major	40.6%	216
Political/issue groups	4.7%	25
Religious groups	25.8%	137
Residence Hall Council	4.5%	24
ROTC	3.4%	18
Service groups (e.g., CLEPS, ASB, Service NC State, Service Raleigh)	22.2%	118
Leadership programs (e.g., Leadership Development Series, LeaderShape, leadership conferences)	12.4%	66
Social fraternity/sorority	14.3%	76
Student Government	2.8%	15
Student Media/Publications	2.4%	13
Union Activities Board	2.3%	12
University Honors Program	7.0%	37
University Scholars Program	15.2%	81
Varsity athletic teams	1.9%	10
Visual/performing arts/music groups	6.0%	32

Table 31: Frequency of Participation in Campus Activities

	1 or more times a week	2-3 times a month	Once a month	2-3 times a semester	1-2 times a year	Never	Total (N)
Workshops, seminars, speakers, etc. outside of class	2.7%	12.2%	12.9%	17.9%	26.8%	27.6%	526
University sponsored art events	1.7%	6.5%	10.3%	14.5%	32.1%	34.8%	523
Multicultural/diversity events/programs	2.3%	5.6%	9.0%	10.6%	25.4%	47.1%	520
Community service/volunteer work	5.0%	10.9%	11.5%	19.4%	26.0%	27.2%	515
Intramural activities	15.2%	13.5%	9.0%	9.0%	11.5%	41.7%	520
Co-curricular activities	14.9%	7.7%	7.3%	8.8%	11.3%	50.0%	522
Intercollegiate athletic events	10.5%	23.6%	10.7%	12.6%	10.5%	32.0%	522

With one exception, sophomores were generally satisfied with various opportunities for involvement on campus asked about. Two-thirds or more of respondents reported being either “very satisfied” or “satisfied” with *opportunities for community service/volunteer work* (72%), *opportunities on campus to develop leadership skills* (70.5%), *opportunities on campus to interact with/learn from diverse people* (69%), and the *ease with which one can get involved in campus organizations* (68.6%). Substantially fewer respondents were either “very satisfied” or “satisfied” with *weekend activities on campus for students* (46.2%).

Table 32: Satisfaction with Opportunities for Involvement

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Weekend activities on campus for students	3.3	10.3%	35.9%	35.9%	13.2%	4.8%	524
The ease with which I can get involved in campus organizations	3.8	20.2%	48.4%	22.5%	7.0%	1.9%	525
Opportunities on campus to interact with/learn from diverse people	3.8	20.0%	49.0%	26.7%	2.7%	1.5%	524
Opportunities on campus to develop leadership skills	3.8	20.8%	49.7%	24.3%	3.8%	1.3%	523
Opportunities for community service/volunteer work	3.9	21.0%	51.0%	22.7%	4.0%	1.3%	520