

North Carolina State University 2016 Sophomore Student Survey: Highlights

NC State conducted its triennial survey of second-semester sophomores during the Spring 2016 semester. Eligible students included all NC State students who were classified as sophomores at the beginning of the Spring 2016 semester and who had completed between 45 and 59 credit hours. To incentivize participation, the online survey included a series of random drawings for Amazon gift-cards or money to be credited to the student's AllCampus account. Of the 2,756 eligible sophomores, 40 percent (1,102) returned usable surveys.

Sophomores are happy in their decision to attend NC State. Nearly 90 percent of respondents agreed that they *made the right decision to attend NC State* and over three-fourths agreed 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 *learning environment on campus* as "strong" or "very strong" and 85 percent agreed that *experiences at NC State have stimulated interest in an intended field of study*. A majority of sophomores gave NC State faculty high marks on eight of the nine aspects of instruction asked about. About 80 percent of respondents were satisfied with the *overall quality of instruction at NC State* and nearly 90 percent agreed that *what they have been learning in classes is valuable*. More than two-thirds said they were satisfied with *academic advising overall*, with the highest ratings going to *advisor's help in understanding degree requirements for their 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 40 specific goals NC State expects its undergraduates to achieve. More than 90 percent of sophomores said NC State contributed "very much" or "somewhat" to their development of *gathering relevant information or evidence, considering all options when problem solving and thinking through implications/consequences, identifying a problem/concept and articulating its various components, experiencing personal growth, potential for success, effectively analyzing and evaluating evidence/arguments/claims/beliefs, taking responsibility for their own behavior, comprehending written and oral information, questioning their own assumptions and considering conflicting points of view, applying analytic skills, and using technologies appropriate to their discipline*.

Faculty-student mentoring experiences are somewhat limited, but they have positive results when they happen. While many students said they regularly met with faculty for *academic* (42%) or *professional* (30%) *guidance*, or *worked with faculty on campus activities* (25%), 10 percent or fewer of the sophomore respondents reported

having worked on a research, extension/public service, or independent study project with faculty, or assisted in teaching a class/lab. However, among those with any mentoring experience, ratings of its contribution to their personal and professional growth were highly positive. While relatively few students had such an experience, *assisting in teaching a class/lab* was most likely to have contributed “a great deal” to the personal and professional growth.

Sophomores believe that the NC State community is committed to creating an environment that promotes and supports diversity, but there are differences in opinion as to the extent to which that happens. Over 90 percent of respondents agreed that *there is visible leadership to help foster diversity on NC State’s campus*, and that *NC State is committed to helping minorities succeed*. However, students of color were considerably less likely than white respondents to “strongly agree” with these statements. Also, while a majority of students said the campus environment is supportive of various different diverse groups of students, respondents overall, and especially members of the GLBT community, see the campus as less supportive of *transgender* students and of *GLB students* than 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 65 percent or more of respondents reported feeling “very safe” in campus residence halls and non-residence buildings on campus during the day and early evening, compared to 19 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, and were more than five times more likely than male students to say they felt unsafe using parking lots, garages, and/or decks at night. Students, however, gave high marks to information about campus safety, with over 80 percent 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 at least once a month.

Paid employment is fairly widespread among NC State sophomores. Just over 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 2016 Sophomore Survey contact:
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