

**NC State University  
2016 Sophomore Survey:  
Overall Results**

**Introduction**

This overview report presents findings from all sophomore students participating in the 2016 Sophomore Student Survey. For information about the survey methods and analyses, as well as a copy of the survey instrument with exact wording, see [“2016 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. Nearly 90 percent of respondents “strongly agree” (58.7%) or “agree” (30.6%) they are *confident they made the right decision to attend NC State*. In addition, more than three-fourths of respondents said they “strongly agree” or “agree” they *would still choose NC State if starting over* (81.6%), *feel like they belong at NC State* (80.8%), and *believe they were academically prepared to attend NC State* (79.6%).

**Table 1: Satisfaction with NC State**

	Mean	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	N
I am confident that I made the right decision to attend NC State	4.4	58.7%	30.6%	7.7%	2.2%	0.8%	849
I would still choose to attend NC State if starting over	4.3	55.1%	26.5%	13.2%	4.2%	0.9%	849
I believe I was academically prepared to attend NC State	4.2	48.4%	31.2%	10.7%	8.4%	1.3%	847
I feel I belong at NC State	4.2	46.8%	34.0%	15.0%	3.3%	0.9%	849

Withdrawal/Transfer from NC State (Tables 2-4)

Ninety-five percent of respondents (95.1%) said they plan to complete their degree at NC State. Forty-one percent (41.4%) of the sophomore respondents, however, reported that they have considered withdrawing or transferring from NC State, with 11 percent “seriously considering” doing so (11.2%) and a small handful actually leaving NC State and then coming back.

Potential and actual “leavers” were asked to describe in their own words their reason(s) for thinking about leaving. More than 40 percent of them mentioned something related to *academic program or curriculum* (41.7%) — either dissatisfaction with a curriculum or program at NC State, or desiring one that is not offered at NC State (e.g., Nursing). Close to 30 percent of those who said they considered leaving cited *personal reasons* (28.2%; e.g., homesick, roommate issues) and about 21 percent

indicated reasons related to *campus life* (20.9%; e.g., not being able to get involved, not liking the campus environment). In addition, about 17 percent of those who had considered leaving NC State cited *financial concerns* (16.6%).

**Table 2: Educational Plans**

	%	N
Expect to be continually enrolled at NC State until graduation	93.6%	795
Expect to graduate from NC State, but take time off between semesters	1.5%	13
Expect to transfer to another college or university in order to pursue desired major	2.4%	20
Expect to transfer to another college or university for reasons unrelated to major	0.6%	5
Not sure about educational plans at this point	1.9%	16
Total	100.0%	849

**Table 3: Considered leaving NC State before graduating**

	%	N
No	58.6%	498
Yes, but not very seriously	29.5%	251
Yes, I seriously considered it	11.2%	95
Yes, I left and came back	0.7%	6
Total	100.0%	850

**Table 4: Reasons for considering leaving NC State (among those who considered leaving or left and returned, n=163)\***

	%	N
Academic Program/Curriculum	41.7%	68
Personal Reasons	28.2%	46
Campus Life	20.9%	34
Financial Concerns	16.6%	27
Health	8.6%	14
Location	7.4%	12
Preference for Another Institution	6.7%	11
Academic Performance	4.9%	8
Diversity Issues	3.7%	6
Advising	1.8%	3
Non-academic Opportunity	0.6%	1
Other	4.9%	8

\*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 5-6)

Overall, more than 95 percent of respondents characterized the learning environment on NC State's campus as "very strong" (34.1%) or "strong" (63.2%), and ratings on all items related to the academic environment at NC State were overwhelmingly positive. Respondents were most likely to "strongly agree" that *their experiences at NC State have stimulated interest in an intended field of study* (38.4%). They were least likely to "strongly agree" that *students at NC State are given meaningful answers to the questions they ask* (19.6%). Although a small minority, approximately 1-in-10 respondents either "disagree" (8.2%) or "strongly disagree" (2.2%) that they are *able to freely explore academic interests at NC State*.

**Table 5: Intellectual Environment**

	Mean	4: Very strong	3: Strong	2: Weak	1: Very weak	N
Learning environment on campus	3.3	34.1%	63.2%	2.5%	0.1%	1,072

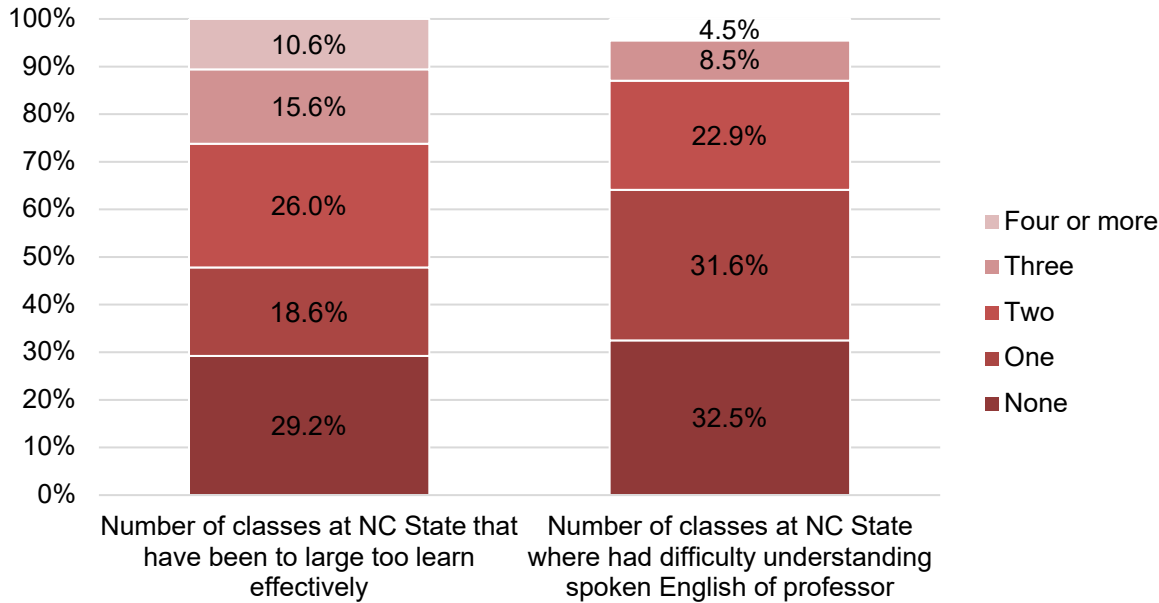
**Table 6: Academic Experiences**

	Mean	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	N
I consider what I have been learning in my classes valuable	4.1	26.5%	62.1%	7.5%	3.4%	0.4%	1,075
My experiences at NC State have stimulated interest in an intended field of study	4.2	38.4%	47.3%	9.9%	4.0%	0.5%	1,075
I am able to freely explore academic interests at NC State	3.9	24.7%	49.5%	15.3%	8.2%	2.2%	1,075
Students at NC State are encouraged to ask questions	4.1	28.0%	57.4%	12.1%	2.2%	0.2%	1,074
Students at NC State are given meaningful answers to the questions they ask	3.9	19.6%	57.1%	19.9%	3.1%	0.3%	1,074
At NC State, students are invited to share their ideas and knowledge	4.1	29.2%	56.4%	11.4%	2.8%	0.2%	1,072

### Classroom Environment (Figure 1)

Seventy-one 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* (70.8%), and about two-thirds reported having had one class in which they had *difficulty understanding the spoken English of the instructor* (67.5%). Over one-quarter of respondents reported having had three or more classes that were too large to learn effectively (26.2%), and 13 percent reported having had three or more classes in which the instructor's English was difficult to understand.

**Figure 1: Class Size and Instructor’s Spoken English**



**Satisfaction with Instruction (Table 7)**

A majority of respondents gave positive ratings (“very satisfied” or “satisfied”) to eight of the nine items related to quality of instruction at NC State. About 80 percent of respondents said they were either “very satisfied” (15.9%) or “satisfied” (65.5%) with the *overall quality of instruction at NC State*, with instructors’ ability to *carefully explain performance expectations* (81.5%) and their ability to *effectively use instructional technology in teaching/learning activities* (78.2%). Respondents were most likely to report being unhappy with the *extent to which instructors considered different learning styles*, with less than half of respondents indicating they were “very satisfied” (10.3%) or “satisfied” (37.9%) and about 17 percent saying they were either “dissatisfied” (15.3%) or “very dissatisfied” (2.1%).

**Table 7: Satisfaction with Instruction**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Ability to motivate me to do my best	3.8	12.9%	62.3%	19.9%	4.6%	0.4%	1,102
Carefully explain performance expectations	4.0	20.4%	61.1%	14.5%	3.4%	0.6%	1,100
How well explain course material	3.8	12.2%	64.1%	18.1%	5.1%	0.5%	1,098
Extent to which encourage class discussion	3.7	16.7%	47.8%	27.9%	7.0%	0.5%	1,102
Effectively use of instructional tech in teaching/learning activities	4.0	24.2%	54.0%	17.5%	3.8%	0.5%	1,100
How quickly provide feedback on work	3.7	13.6%	52.1%	23.9%	9.4%	1.0%	1,102
Helpfulness of feedback on work	3.6	12.2%	51.1%	26.0%	10.0%	0.7%	1,102
Extent to which consider different learning styles	3.4	10.3%	37.9%	34.3%	15.3%	2.1%	1,102
Overall satisfaction w/ instruction	3.9	15.9%	65.5%	14.8%	3.3%	0.5%	1,099

## Faculty-Student Mentoring (Table 8)

Sophomores were asked about a range of mentoring experiences they may have had at NC State. Respondents were most likely to have *met regularly with faculty for academic guidance* (42.2%), followed by having *met regularly with faculty for professional guidance* (30.5%), and to have *worked with faculty on campus activities* (24.7%). Less than 10 percent of the sophomore respondents reported having *worked on a research project with faculty* (9.8%), *worked on extension/public service projects with faculty* (7.8%), *worked on an independent study project with faculty* (6.5%), or *assisted in teaching a class/lab* (5.8%).

More than two-thirds of respondents having a given mentoring experience said the experience contributed a “great deal” or “some” to their personal/professional growth. While relatively few students had the experience, respondents were most likely to say that assisting in teaching a class/lab contributed a “great deal” or “some” to their personal/professional growth (74.2%).

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

Faculty-student mentoring experiences	Yes, had experience		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	70	6.5%	2.9	22.9%	48.6%	22.9%	5.7%
Research project with faculty	106	9.8%	3.0	29.5%	47.6%	13.3%	9.5%
Extension/public service project with faculty	84	7.8%	2.8	21.7%	47.0%	25.3%	6.0%
Assisted in teaching class/lab	63	5.8%	3.1	37.1%	37.1%	21.0%	4.8%
Routine academic guidance from faculty	455	42.2%	3.0	25.5%	54.8%	18.4%	1.3%
Routine professional guidance/support from faculty	329	30.5%	3.0	29.1%	49.4%	17.5%	4.0%
Routine non-academic guidance from faculty	171	15.9%	3.0	30.6%	48.2%	15.9%	5.3%
Worked with faculty on campus activities	267	24.7%	3.0	30.8%	45.2%	20.9%	3.0%

## Academic Advising (Tables 9-12; Figures 2-3)

Students were asked when they first received career-related advice or information from an academic advisor, career advisor, or faculty member. Over 80 percent of respondents said they first received such information in their “freshman year” (45.1%) or earlier, with over one-third of respondents stating they first received career-related advice from an academic advisor or faculty member “at new student orientation” or “before new student orientation” (36.3%). At the time of the survey, which is administered in the spring semester of students’ sophomore year, 11 percent of respondents indicated first receiving career-related advice in their “sophomore year” (11.2%), and eight percent answered “never.”

**Table 9: When First Received Career-Related Advice from Advisor/Faculty**

	Before new student orientation	At new student orientation	Freshman year	Sophomore year	Never	N
First get career-related info from academic advisor, career advisor, or faculty	9.7%	26.6%	45.1%	10.6%	8.0%	989

Just over half of respondents (53.4%) said their primary source of academic advising is “a professional advisor in my department or college,” while close to one-third (31.1%) said their primary source for advising is a “faculty member in their department.” A small portion of respondents indicated that their primary source for academic advising is a “centralized or campus-wide advising service” (7.3%) or NC State’s Virtual Advising Center (4.2%).

Table 10 displays the distribution of types of advising by college. Students in the Division of Academic and Student Affairs and College of Education were most likely to have said they have a professional advisor (76.9% and 71.9%, respectively), and those in the College of Design and College of Textiles the least likely (35.9% and 36.8%, respectively). Students in the College of Engineering (20.8%) were most likely to have said their primary source for academic advising was neither a professional advisor nor a faculty advisor.

**Table 10: Primary Source for Academic Advising**

	%	N
Professional advisor in my department or college	53.4%	569
Faculty member in my department	31.1%	332
Centralized or campus-wide advising service (with face-to-face contact)	7.3%	78
NC State provided web-based advising site (i.e., Virtual Advising Center)	4.2%	45
Other	3.9%	42
<b>Total</b>	100.0%	1,066

**Table 11: 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	42.0%	45.8%	12.2%	131
CED	25.0%	71.9%	3.1%	32
Design	51.3%	35.9%	12.8%	39
COE	31.2%	48.1%	20.8%	260
CHASS	28.4%	54.9%	16.7%	162
CNR	50.8%	39.3%	9.8%	61
COS	31.0%	55.8%	13.3%	113
COT	54.4%	36.8%	8.8%	57
PCOM	15.0%	67.7%	17.3%	133
DASA	6.4%	76.9%	16.7%	78
Total	31.1%	53.4%	15.5%	1,066

Respondents rated their satisfaction with several aspects of academic advising. About 70 percent of respondents stated they were either “very satisfied” (26.7%) or “satisfied” (42.7%) with *academic advising overall*, and over three-quarters of respondents said they “agree” (53.8%) or “strongly agree”

(25.6%) that they *have had access to academic advising services that enabled them to progress towards their degree.*

When asked about various specific aspects of their advising experience, between 45 percent and 75 percent of respondents indicated they were at least “satisfied,” and in no case did more than 20 percent say they were “dissatisfied” or “very dissatisfied.” Respondents were most likely to be “very satisfied” with their *advisor’s help in understanding degree requirements for their current major or major of interest (32.4%), the accessibility of their primary advisor (30.0%), their advisor’s concern for their academic success (29.8%), and their advisor talking to them about their academic progress (28.9%).* Respondents were most likely to report being either “dissatisfied” or “very dissatisfied” with their advisors *helping them to think about co-ops, internships, and other activities to gain work-related experiences (18.1%), their advisor’s knowledge about post-grad employment options (16.4%), and their advisor helping them to understand a clear path to achieve their career goals (15.9%).*

**Table 12: Satisfaction with Academic Advising**

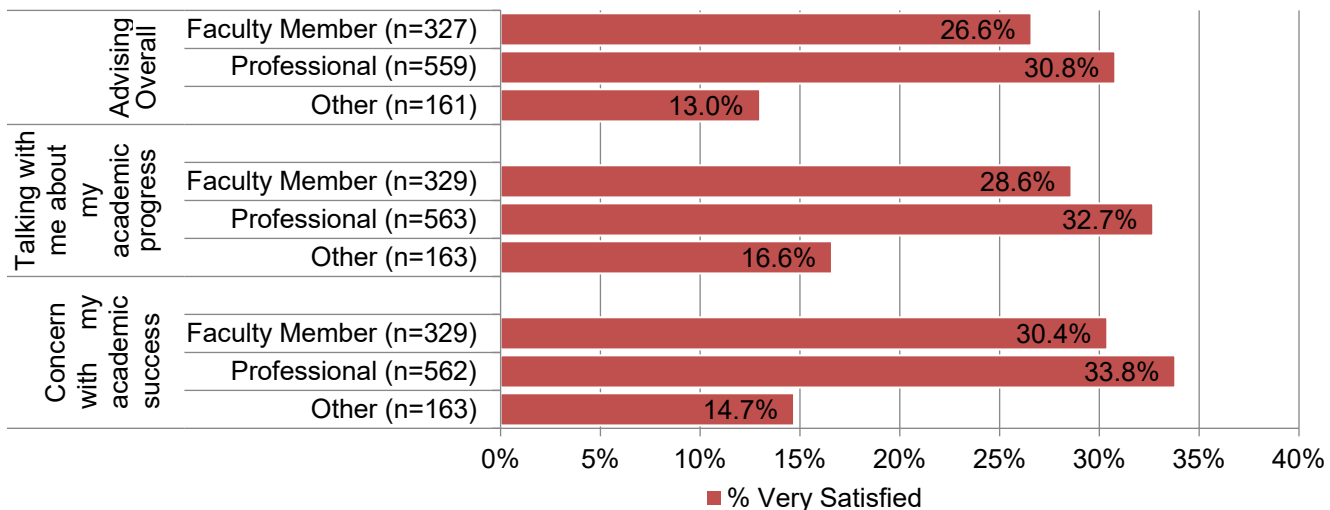
	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Accessibility of my primary advisor	3.9	30.0%	45.2%	15.3%	7.4%	2.1%	1,056
Advisor spending sufficient time with me	3.8	25.9%	42.6%	19.5%	9.3%	2.7%	1,056
Advisor’s concern with my academic success	3.8	29.8%	39.5%	19.3%	8.7%	2.8%	1,054
Advisor talking with me about my academic progress	3.8	28.9%	40.8%	18.7%	9.3%	2.4%	1,055
Advisor helping me to understand campus policies and procedures	3.7	24.5%	40.0%	23.9%	8.5%	3.0%	1,054
Advisor helping me get familiar with academic programs of interest	3.7	25.4%	39.5%	21.3%	10.7%	3.1%	1,054
Advisor helping me understand degree requirements for current major/major of interest	3.9	32.4%	42.2%	15.0%	8.3%	2.1%	1,054
Advisor providing info on whom to contact to help with non-academic problems	3.7	23.8%	37.1%	29.3%	7.7%	2.2%	1,055
Advisor helping me think about co-ops, internships, etc. to gain work-related experience	3.5	17.1%	32.6%	32.2%	14.9%	3.2%	1,054
Advisor helping me think about post-grad educ options	3.5	19.0%	30.2%	36.2%	11.1%	3.5%	1,053
Advisor helping me think about about post-grad employment options	3.4	15.0%	29.8%	38.7%	13.2%	3.2%	1,051
Advisor helping me to understand a clear path to achieve my career goals	3.5	16.9%	38.9%	28.4%	13.1%	2.8%	1,054
Academic advising overall	3.8	26.7%	42.7%	16.3%	11.4%	2.9%	1,047

**Table 13: Access to Helpful Academic Advising Services**

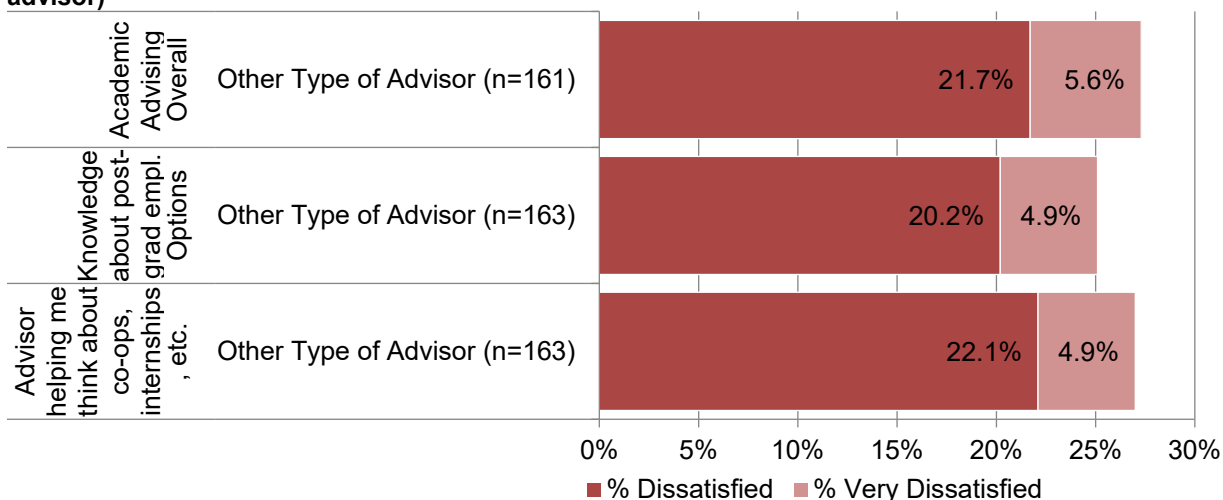
	Mean	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	N
Had access to academic advising services that enabled me to progress towards my degree	4.0	25.6%	53.8%	13.7%	5.5%	1.4%	1,067

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* or if they had a *faculty member in their department* than if they indicated having another form of advising. For example, while 31 percent of those with professional advisors (30.8%) and 27 percent with faculty advisors (26.6%) said they were “very satisfied” with *advising overall*, just 13 percent of respondents with a different source of advising said the same. More than 25 percent of respondents with neither a professional advisor nor a faculty advisor reported being either “dissatisfied” or “very dissatisfied” with three of the 13 aspects of advising asked about — *academic advising overall*, *advisors talking with them about their academic progress*, and *advisors’ concern with their academic success*.

**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)**





Seventy-one percent 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, about two-thirds rated the tool as “excellent” (13.4%) or “good” (54.2%).

**Table 14: Rating of Virtual Advising Center (among those having used it)**

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Overall rating of NC State's Virtual advising center Web site	2.8	13.4%	54.2%	30.1%	2.3%	306

### Campus Climate and Safety

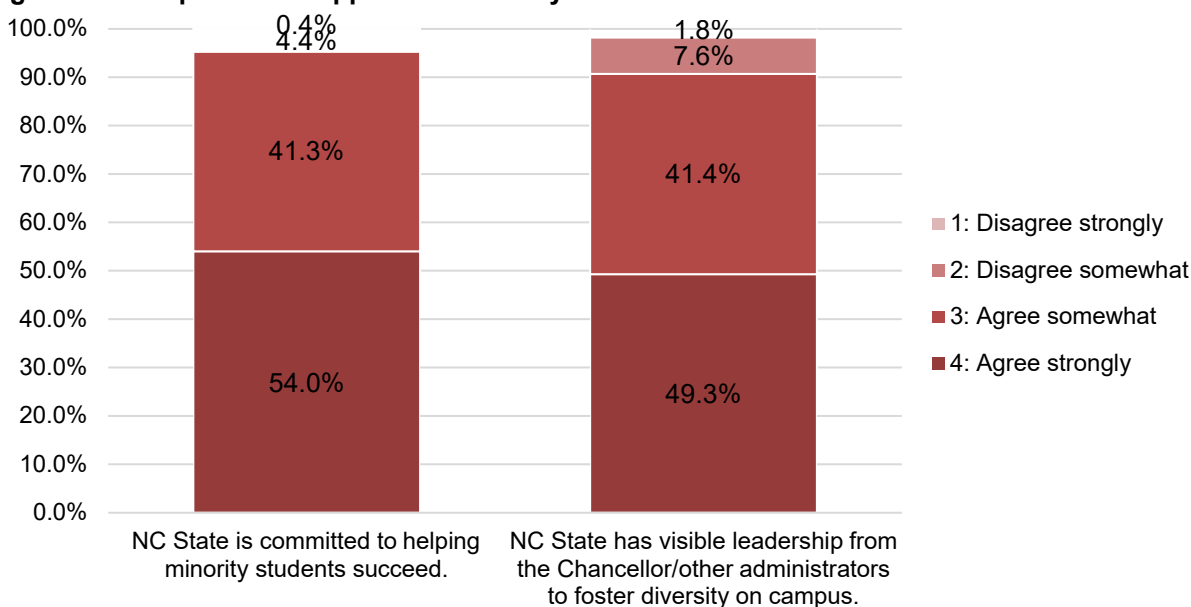
This section explores students’ attitudes of the campus climate, including NC State’s commitment to helping minority students succeed and fostering diversity on campus, how supportive the campus environment is toward various student groups, and the sense of community at NC State. Perceptions about campus 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)

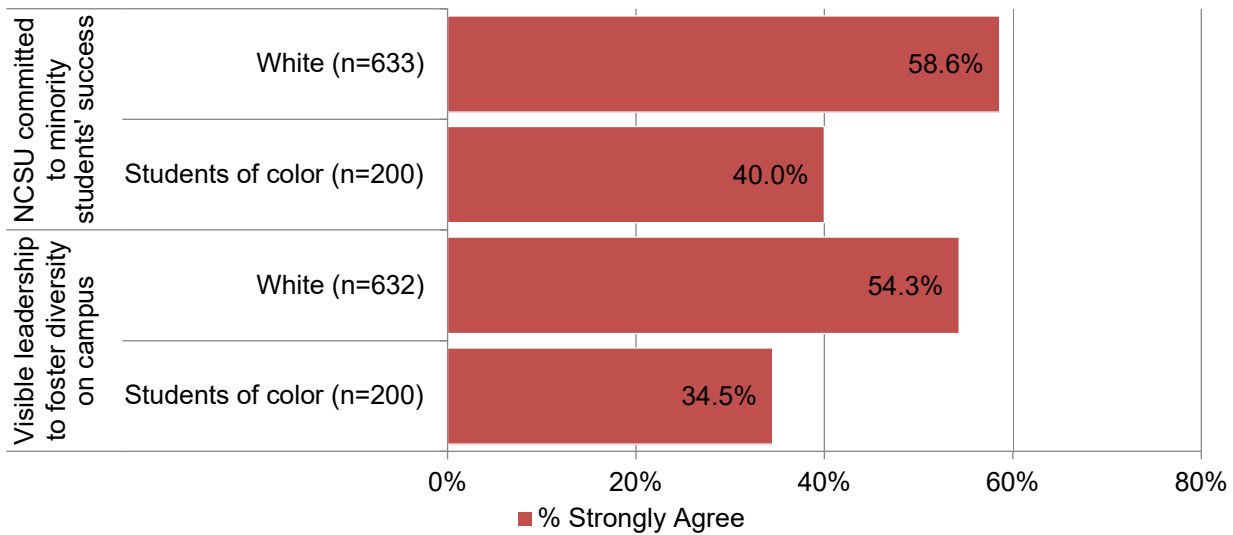
Respondents overall were generally satisfied with issues related to diversity at NC State. More than half (54.0%) of students overall “strongly agree” and another 41 percent “agree” (41.3%) that *NC State is committed to helping minorities succeed*. However, agreement varies by race/ethnicity, with 59 percent of white students (58.6%) compared to 40 percent of students of color saying they “strongly agree” that *NC State is committed to helping minorities succeed*.

Over 90 percent of respondents “strongly agree” or “agree” that *there is visible leadership from the Chancellor/other administrators to help foster diversity on NC State’s campus* (49.3% “strongly agree” and 41.4% “agree”). Agreement again varies by race/ethnicity, with 54 percent of white students (54.3%) compared to 34 percent of students of color (34.5%) saying they “strongly agree” that *NC State has visible leadership from the Chancellor/other administrators to foster diversity on campus*.

**Figure 4: Perceptions of Support for Diversity at NC State**



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



Campus Climate for Student Groups (Table 15; Figures 6-7)

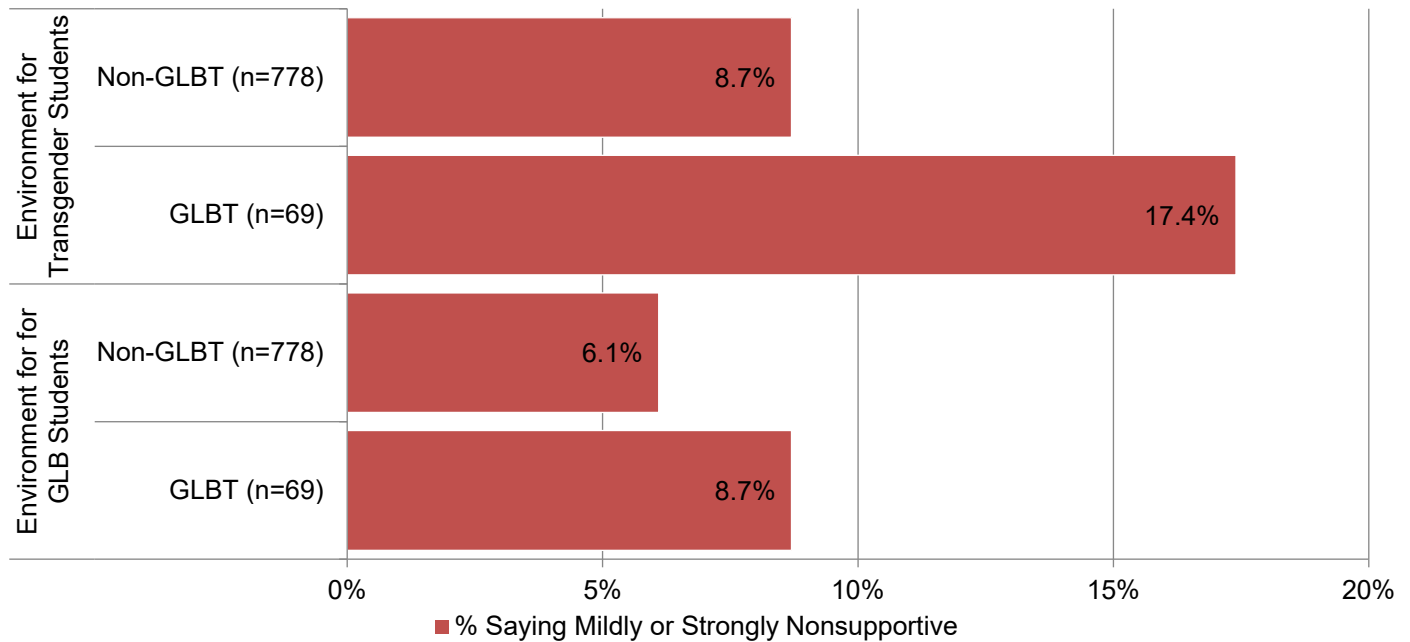
Respondents were asked their opinions about how supportive the campus is toward different groups of students (e.g., *women, African Americans, students with disabilities*, etc.). With one exception, 40 percent or more of respondents overall said that the campus is “strongly supportive” of the various student groups asked about. While one-third said the campus is “strongly supportive” of *transgender students*, nine percent said the campus is “mildly nonsupportive” or “strongly nonsupportive” of *transgender students* (9.4%). 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 *transgender students* (17.6% vs 8.7%).

Similarly, there was a disparity between African American respondents and white respondents in their perceptions of campus support for *African American students*. While over half of white respondents said that the campus was “strongly supportive” of *African American students* (51.5%), just 16 percent of African American respondents reported the same (16.3%). African American respondents were close to 12 times more likely than white respondents to say the campus was “mildly non-supportive” or “strongly nonsupportive” of *African American students* (37.2% vs. 3.2%, respectively).

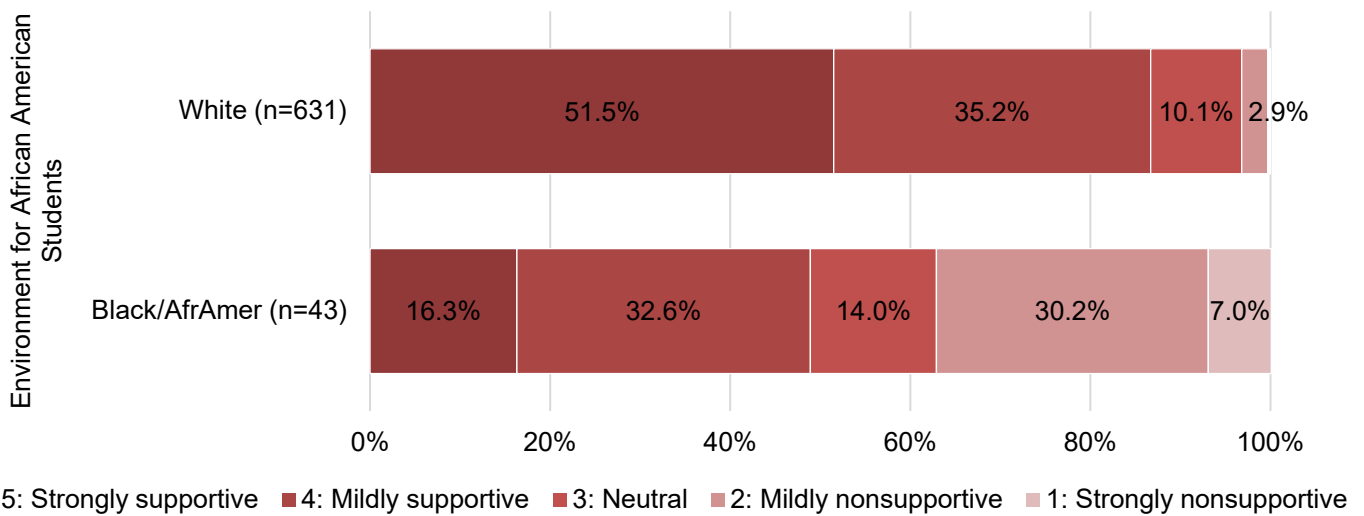
**Table 15: Perceptions of Campus Climate for Groups on Campus**

	Mean	5: Strongly supportive	4: Mildly supportive	3: Neutral	2: Mildly nonsupportive	1: Strongly nonsupportive	N
Women	4.3	49.0%	37.2%	11.8%	1.9%	0.1%	849
Men	4.4	59.4%	25.1%	12.4%	2.8%	0.4%	849
African Americans	4.2	45.7%	35.9%	12.3%	4.8%	1.2%	846
Other racial/ethnic minorities	4.1	41.3%	36.7%	15.9%	4.7%	1.3%	847
International students	4.2	46.8%	32.6%	16.4%	3.1%	1.2%	849
Students with disabilities	4.2	44.3%	32.9%	19.2%	3.1%	0.5%	847
Gay, lesbian, and bisexual students	4.1	40.8%	34.3%	18.6%	5.5%	0.7%	848
Transgender students	3.9	34.3%	30.0%	26.3%	7.4%	2.0%	848

**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 16)**

Nearly 90 percent of respondents said that it is “very important” (56.1%) or “moderately important” (33.1%) to personally experience a sense of community at NC State, and 83 percent of all respondents said they experience a sense of community to a “great extent” (37.1%) or to “some extent” (46.0%). Notably, the extent to which respondents reported feeling a sense of belonging or community at NC State relates to how important they said it is to experience a sense of belonging. Respondents who said that experiencing a sense of belonging is “very important” important to them were much more likely to say that they experience a sense of belonging or community at NC State “to a great extent” compared to those who said such experience was “moderately important” (18.9%),

“slightly important” (10.8%), or “not at all important” (11.1%). However, it is worth noting that about 10 percent of those who say it is “very important” to them to experience a sense of community do so only “to a small extent” (9.6%) or “not at all” (1.3%).

**Table 16: 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	N
	4: To a great extent	3: To some extent	2: To a small extent	1: Not at all		
4: Very important	52.8%	36.3%	9.6%	1.3%	56.1%	477
3: Moderately important	18.9%	65.8%	13.9%	1.4%	33.1%	281
2: Slightly important	10.8%	43.1%	44.6%	1.5%	7.6%	65
1: Not at all important	11.1%	18.5%	44.4%	25.9%	3.2%	27
<b>Total</b>	37.1%	46.0%	14.8%	2.1%	100.0%	850

Campus Safety (Table 17; Figure 8)

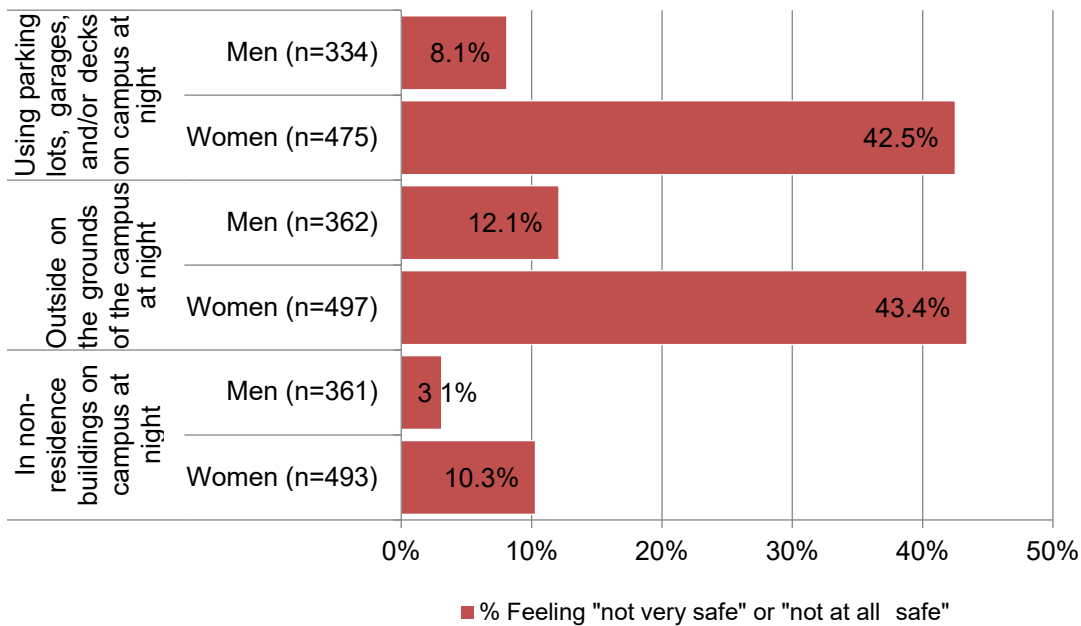
Sophomores were asked how safe they feel in different campus locations during the day and at night. Ratings varied greatly, with outdoor locations at night receiving the lowest ratings. More than two-thirds of respondents reported feeling “very safe” in *campus residence halls during the day/early evening* (71.4%), and in no case did a respondent report feeling “not at all safe.” In contrast, 30 percent of respondents said they feel “not at all safe” (4.9%) or “not very safe” (25.4%) *outside on the grounds of the campus at night* and a similar number report feeling “not at all safe” (4.6%) or “not very safe” (23.7%) *using the parking lots, garages, and/or decks on campus at night*.

Gender differences emerged with respect to perceptions of safety while on campus during the evenings. Female respondents were more than five times as likely as male respondents to either feel “not very safe” or “not at all safe” *using the parking lots, garages, and/or decks on campus at night* (42.5% vs. 8.1%) and more than three times as likely to say they felt unsafe *outside on the grounds of the campus at night* (43.4% vs. 12.1%) and *in non-residence buildings on campus at night* (10.3% vs. 3.1%).

**Table 17: Perceptions of Campus Safety**

	Mean	4: Very safe	3: Pretty safe	2: Not very safe	1: Not at all safe	N
In campus residence halls during the day/early evening	3.7	71.4%	28.2%	0.4%	0.0%	786
In campus residence halls at night	3.5	50.9%	44.2%	4.6%	0.3%	764
Using the parking lots, garages and/or decks on campus during the day/early evening	3.5	54.2%	42.5%	2.8%	0.5%	830
Using the parking lots, garages, and/or decks on campus at night	2.9	18.8%	52.9%	23.7%	4.6%	809
In non-residence buildings on campus during the day/early evening	3.6	65.0%	33.6%	1.4%	0.0%	875
In non-residence buildings on campus at night	3.3	37.5%	55.3%	6.4%	0.8%	854
Outside on the grounds of the campus during the day/early evening	3.5	56.6%	41.4%	1.7%	0.3%	873
Outside on the grounds of the campus at night	2.8	17.1%	52.6%	25.4%	4.9%	859

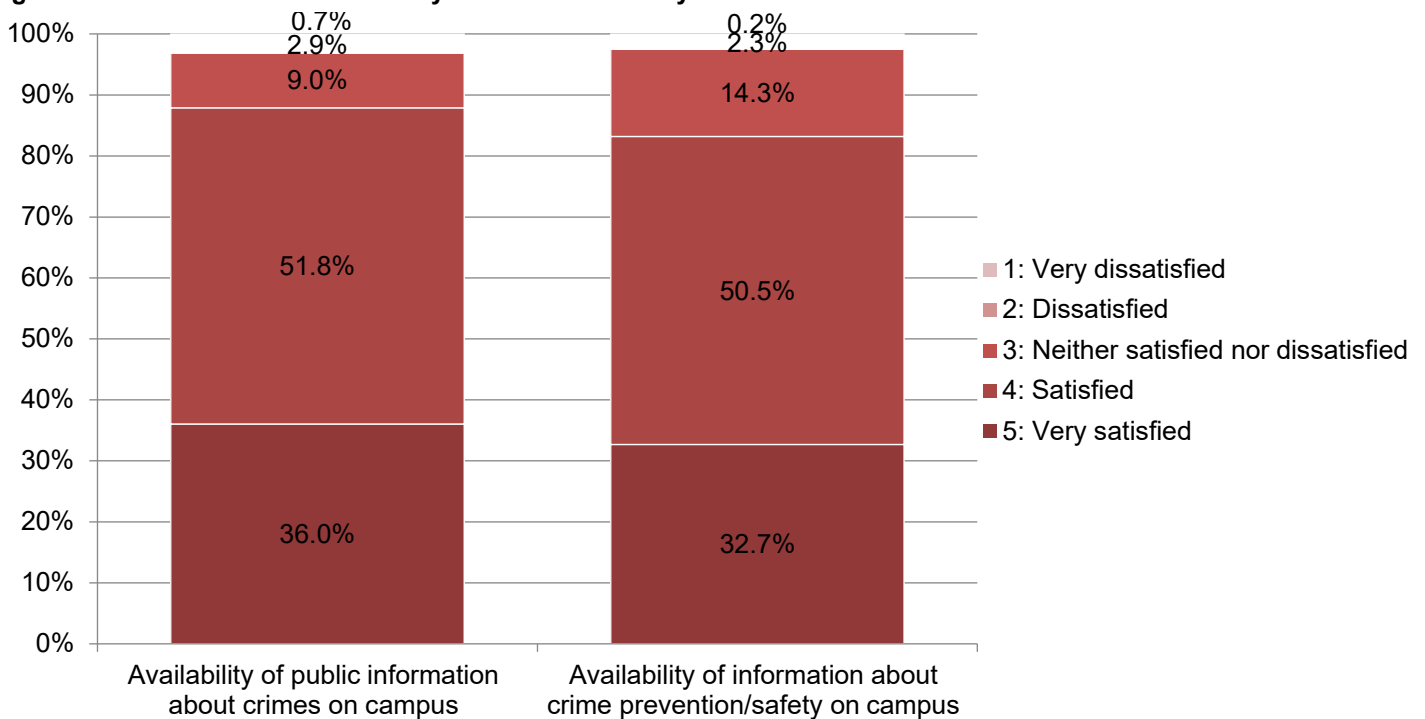
**Figure 8: Perceptions of Campus Safety, by Gender of Respondent**



**Availability of Crime and Safety Information (Figure 9)**

More than 85 percent of respondents reported being either “very satisfied” (36.0%) or “satisfied” (51.8%) with the *availability of public information about crimes on campus*. In addition, over 80 percent of respondents were either “very satisfied” (32.7%) or “satisfied” (50.5%) with *the availability of information about crime prevention/safety on campus*.

**Figure 9: Satisfaction with Availability of Crime and Safety Information**



## Crime Reporting (Table 18)

Nearly three-fourths of respondents (73.9%) said they *know how to report suspicious or threatening behavior*, and 90 percent said it is “very likely” (42.7%) or “somewhat likely” (47.8%) that they would report such behaviors to campus authorities. However, whether a respondent said that they knew how to report suspicious or threatening behavior is related to their indicated likelihood of doing so. Half of those who indicated they knew how to report suspicious behaviors said they are “very likely” to report those behaviors to campus authorities (49.5%), whereas less than one-quarter of respondents who indicated they did not know how to report suspicious or threatening behaviors said the same (23.3%). Of those who said they did not know how to report suspicious behaviors, over 20 percent said they were “somewhat unlikely” (18.5%) or “very unlikely” (3.9%) to do so.

**Table 18: 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				Total	N
	4: Very likely	3: Somewhat likely	2: Somewhat unlikely	1: Very unlikely		
Yes	49.5%	45.4%	4.4%	0.6%	73.9%	658
No	23.3%	54.3%	18.5%	3.9%	26.1%	232
Total	42.7%	47.8%	8.1%	1.5%	100.0%	890

## **Student Services**

This section examines respondents’ satisfaction with academic services outside the classroom, including academic and non-academic student services, university online systems, and financial aid services.

### Services Outside the Classroom (Tables 19-24)

Respondents were asked to rate their satisfaction with six academic services: academic assistance and tutoring; research support; library services; career services; information technology; and the campus bookstore. Responses of “don’t know/not applicable” have been excluded from analysis.

Respondents report being satisfied with all academic services evaluated, with no single item having more than 5 percent saying they were “very dissatisfied.” Of all the specific services asked about, sophomores were most likely to be “very satisfied” or “satisfied” with *library hours of operation* (91.4%) and most likely to be “dissatisfied” or “very dissatisfied” with *opportunities to be involved with faculty on their research* (20.8%).

*Academic Assistance and Tutoring.* Over 70 percent of sophomores indicated they were “very satisfied” (18.9%) or “satisfied” (52.2%) with the accessibility of academic assistance or tutoring services on campus. Of the six different academic areas evaluated, respondents were most likely to be “very satisfied” or “satisfied” with academic assistance or tutoring in *mathematics* (72.1%). They were least likely to be “very satisfied” or “satisfied” with academic assistance or tutoring in *reading* (47.0%).

**Table 19: Satisfaction with Academic Assistance and Tutoring**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Availability of academic assistance or tutoring services on campus	3.8	18.9%	52.2%	22.2%	5.9%	0.8%	783
<i>Satisfaction with academic assistance/tutoring in:</i>							
Writing	3.7	18.1%	41.9%	34.1%	4.4%	1.5%	270
Reading	3.5	15.0%	32.0%	46.5%	4.5%	2.0%	200
Mathematics	3.8	19.5%	52.6%	19.7%	6.1%	2.1%	473
Science	3.7	14.9%	52.8%	22.7%	7.4%	2.2%	462
Foreign language	3.6	15.5%	34.0%	42.2%	6.8%	1.5%	206
Study skills	3.5	11.9%	42.1%	37.2%	6.0%	2.8%	285

*Research Support:* Nearly 70 percent of respondents indicated they were either “very satisfied” (20.0%) or “satisfied” (48.3%) with their *access to up-to-date facilities*. Respondents were less likely to report being satisfied with *opportunities to be involved with faculty on their research*, with more than one-fifth of respondents reported being either “dissatisfied” (16.0%) or “very dissatisfied” (4.8%).

**Table 20: Satisfaction with Research Support**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Opportunities to be involved with faculty research	3.3	12.9%	31.4%	35.0%	16.0%	4.8%	583
Access to up-to-date facilities	3.8	20.0%	48.3%	24.0%	6.7%	1.0%	700

*Library:* Library services received the highest ratings of all academic service areas evaluated – 93 percent of sophomores indicated being either “very satisfied” (37.7%) or “satisfied” (55.6%) with *library services overall*. *Access to online library resources* and the *hours of operation* received the highest evaluations, with over 90 percent of respondents saying they were either “very satisfied” (40.7%) or “satisfied” (50.7%). Respondents were least likely to say they were satisfied with the *space for group work*, with 13 percent of respondents saying they were “dissatisfied” (10.7%) or “very dissatisfied” (2.4%).

**Table 21: Satisfaction with Library**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Helpfulness of staff	4.2	33.7%	55.6%	9.5%	0.8%	0.4%	932
Space for individual student work	3.9	25.9%	51.2%	11.1%	9.8%	2.0%	985
Space for group work	3.9	25.5%	49.9%	11.5%	10.7%	2.4%	977
Training to use library and info resources	3.9	19.9%	51.5%	23.5%	4.6%	0.5%	841
Access to databases and resources	4.2	32.0%	55.8%	10.6%	1.5%	0.1%	941
Access to online library resources	4.3	35.9%	55.0%	7.8%	0.9%	0.3%	958
Hours of operation	4.3	40.7%	50.7%	6.7%	1.5%	0.4%	988
Effectiveness of library resources/services improving learning exp	4.2	30.5%	59.9%	9.0%	0.5%	0.1%	964
Library services overall	4.3	37.7%	55.6%	5.9%	0.7%	0.0%	994

*Information Technology:* Respondents gave consistently high ratings to information technology services available on campus, with 70 percent or more of respondents indicating they were “very satisfied” or “satisfied” with each of the services asked about. Sophomores were most likely to indicate being “very satisfied” or “satisfied” with *availability of equipment/software in computer labs to meet needs* and *online course management system(s) used in their classes* (83.8% and 80.4%, respectively). Students were least satisfied with *availability of wireless on campus*, with 14 percent saying they were “dissatisfied” (11.4%) or “very dissatisfied” (3.0%) with this service.

**Table 22: Satisfaction with Information Technology**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Tech training I need to use	3.7	15.1%	53.9%	21.9%	7.5%	1.6%	690
Helpdesk assistance w/ solving probs	4.0	22.8%	54.3%	19.9%	1.9%	1.1%	648
Computer lab hours of operation	4.0	21.5%	57.1%	18.2%	2.9%	0.3%	665
Availability of equip/software in comp labs to meet needs	4.0	23.2%	60.6%	12.4%	3.2%	0.6%	719
Availability of wireless on campus	3.8	25.5%	47.9%	12.1%	11.4%	3.0%	901
Online course mgmt system(s) in classes (e.g., Moodle)	4.0	23.2%	57.2%	12.6%	6.2%	0.8%	898
Effectiveness of IT in improving learning exp	3.9	17.5%	61.2%	19.0%	2.2%	0.1%	874
IT services overall	4.0	17.5%	63.7%	16.7%	2.0%	0.1%	886

*Career Services:* Nearly 70 percent of respondents said they were “very satisfied” (14.8%) or “satisfied” (54.0%) with *career services overall*, and over half of respondents were at least “satisfied” with each of the items related to career services. In particular, respondents reported being highly satisfied with *helpfulness of staff*, with over 80 percent indicating they were “very satisfied” (22.7%) or “satisfied” (58.4%). In only one area, *assistance with preparing for graduate/professional school*, did



more than 10 percent of sophomores say they were “dissatisfied” or “very dissatisfied” with career services (11.9%).

**Table 23: Satisfaction with Career Services**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Helpfulness of staff	4.0	22.7%	58.4%	16.6%	1.9%	0.4%	529
Info on internships, co-ops, and other career-related exp	3.9	20.8%	51.7%	20.5%	6.2%	0.8%	596
Access to employment opportunities	3.9	22.1%	54.8%	18.7%	3.7%	0.8%	630
Help w/ preparing for interviews, resumes, etc	3.9	21.5%	56.2%	18.1%	3.0%	1.2%	596
Availability of career resources online	3.9	19.9%	53.2%	21.1%	4.9%	0.9%	587
Help with self-assessment related to careers (e.g. MBTI, Focus 2)	3.8	18.5%	48.6%	26.7%	5.4%	0.9%	465
Info on academic majors, minors, and certs related to career interests	3.9	18.8%	57.3%	18.2%	4.8%	0.8%	626
Assistance with career options in military	3.7	16.3%	43.4%	34.2%	3.4%	2.7%	295
Assistance with career options in volunteer organizations	3.6	15.3%	43.7%	31.8%	6.1%	3.1%	359
Assistance with preparing for grad/professional school	3.6	13.3%	45.7%	29.0%	8.3%	3.6%	420
Info on 'soft' skills needed for the work environment	3.7	14.1%	52.1%	28.8%	3.3%	1.7%	518
Info on labor market data and knowledge related to career interests	3.6	11.0%	48.0%	31.4%	7.5%	2.2%	456
Career services overall	3.8	14.8%	54.0%	26.8%	3.5%	0.9%	656

Bookstore: More than three-fourths of respondents (76.6%) were satisfied with the *timely availability of course materials at the bookstore*.

**Table 24: Satisfaction with Campus Bookstore**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Bookstore: Timely availability of books, computer supplies, etc	3.9	23.1%	53.5%	14.4%	7.1%	2.0%	967

**Non-Academic Service Areas (Tables 25-26)**

Respondents were asked to indicate their satisfaction with various non-academic service areas and the quality of the staff associated with the services. Respondents who indicated that they did not have experience with a service have been removed from analysis.

Ratings for service areas varied greatly, with anywhere from five percent to 32 percent of respondents saying they were “very satisfied” with a particular non-academic service. More than

three-fourths of sophomores were either “very satisfied” or “satisfied” with *university recreation* (86.0%), the *university police department* (80.0%), *health services* (77.0%), the *bookstore* (76.5%), and *counseling services* (75.9%). On the other hand, over 40 percent of respondents said they were “dissatisfied” or “very dissatisfied” with *parking* (45.4%), and over 10 percent of respondents were “dissatisfied” or “very dissatisfied” with *dining services* (15.3%), *financial aid application/award process* (13.7%), and *housing and residence life* (12.4%). Interestingly, however, sophomores appeared to have a “love/hate” relationship with the financial aid application/award process and housing/residence life – while about one-in-ten respondents indicated being “dissatisfied” or “very dissatisfied” with these services, about two-thirds of respondents indicated they were either “very satisfied” or “satisfied” (64.5% and 68.1%, respectively).

Ratings for quality of staff were similar to ratings for the individual services. Forty percent of respondents were “very satisfied” with the staff associated with *counseling services*, and about one-third were “very satisfied” with *health services* (33.8%) and *university recreation* (33.0%) staff. Furthermore, with the exception of the *parking* staff (29.5%), no other service area staff had more than 10 percent of respondents either “dissatisfied” or “very dissatisfied” with the quality of staff.

**Table 25: Satisfaction with Non-Academic Services**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Financial aid: Application/award Process	3.7	19.2%	45.3%	21.8%	10.7%	3.0%	666
Financial aid: Disbursement Process	3.7	17.6%	46.0%	26.7%	6.8%	2.9%	618
Cashier/Student accounts/billing Office	3.8	16.1%	52.6%	24.2%	5.7%	1.4%	774
Registrar's Office	3.8	14.8%	53.9%	27.5%	3.0%	0.7%	697
Bookstore	3.9	18.2%	58.3%	18.3%	3.7%	1.5%	936
Health Services	3.9	26.8%	50.2%	14.1%	7.2%	1.7%	787
Counseling (Personal, Interpersonal, or Psychological)	4.0	31.9%	44.0%	20.0%	3.4%	0.7%	411
Housing and Residence Life (i.e., NCSU University Housing)	3.7	16.5%	51.6%	19.5%	9.0%	3.4%	825
University Recreation	4.1	30.2%	55.8%	11.9%	1.8%	0.4%	849
Dining Services	3.6	15.2%	47.5%	21.9%	10.8%	4.5%	880
On-campus Shuttle/Transportation Services	3.8	18.8%	54.3%	15.9%	9.0%	2.0%	900
University Police Department	4.0	27.1%	52.9%	14.2%	4.0%	1.8%	605
Parking	2.7	5.3%	26.0%	23.3%	27.6%	17.8%	786

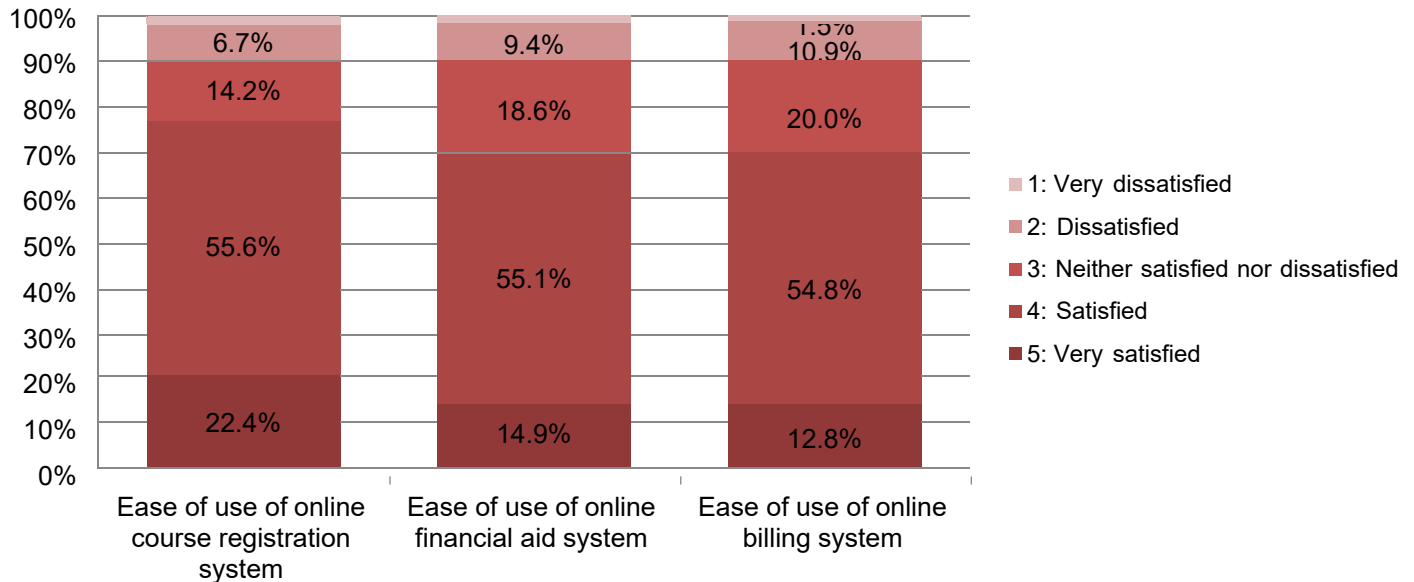
**Table 26: Satisfaction with Non-Academic Services Staff**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Financial aid: Application/award Process	3.8	23.6%	46.7%	22.2%	5.6%	1.9%	522
Financial aid: Disbursement Process	3.8	22.1%	47.2%	24.5%	4.3%	1.8%	489
Cashier/Student accounts/billing Office	3.9	22.4%	52.2%	21.6%	2.9%	0.9%	588
Registrar's Office	4.0	23.0%	52.6%	21.7%	2.2%	0.5%	548
Bookstore	4.1	26.9%	57.5%	12.7%	2.1%	0.8%	899
Health Services	4.1	33.8%	46.1%	13.6%	5.0%	1.5%	755
Counseling (Personal, Interpersonal, or Psychological)	4.2	40.1%	41.3%	15.7%	1.7%	1.2%	414
Housing and Residence Life	3.9	28.1%	48.2%	15.7%	5.8%	2.2%	790
University Recreation	4.1	33.0%	51.6%	12.9%	2.0%	0.4%	790
Dining Services	4.0	30.1%	48.9%	14.0%	4.9%	2.1%	853
On-campus Shuttle/Transportation Services	3.9	24.5%	53.7%	15.9%	4.2%	1.7%	874
University Police Department	4.1	31.6%	48.8%	15.0%	2.7%	1.9%	586
Parking	3.1	11.6%	28.3%	30.6%	16.0%	13.5%	594

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 two-thirds or more saying they were at least “satisfied” with the *course registration system* (78.0%), the *financial aid system* (70.0%), and the *billing system* (67.6%).

**Figure 10: Satisfaction with University Online Systems**



Financial Aid (Table 27; Figures 11-12)

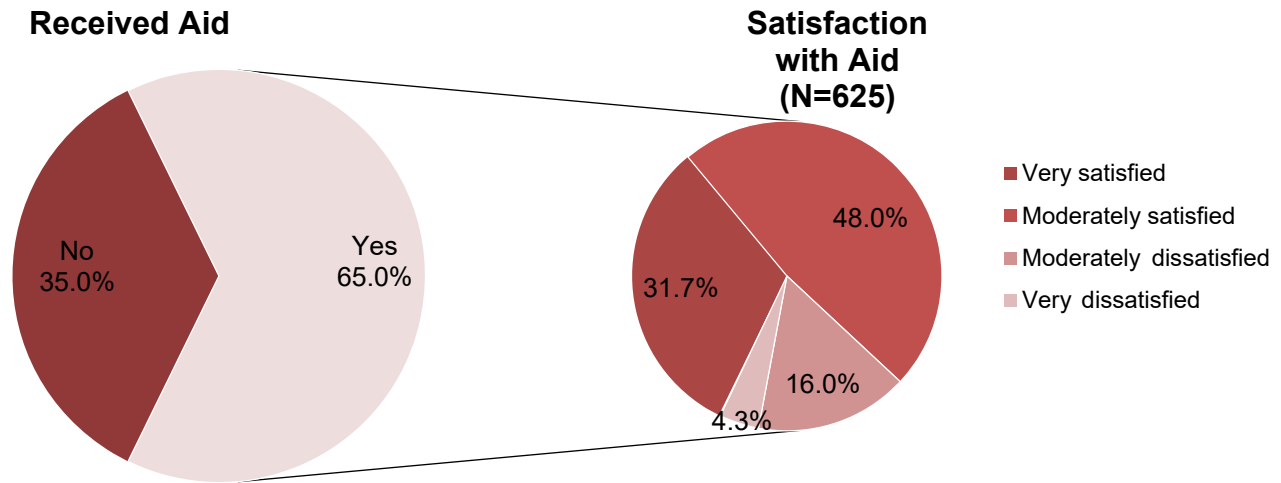
While the majority of respondents were confident they will have the financial resources to get their degree, nearly one-in-ten respondents “disagree” (7.6%) or “strongly disagree” (1.2%) that they *will have the financial resources they need to finish college*, and another 19 percent appear uncertain (responding “neither agree nor disagree”).

About two-thirds of respondents said they have received some type of financial aid (e.g., scholarships, grants, loans, work-study) while at NC State (65.0%). Over 30 percent of those receiving aid reported being “very satisfied” with their aid package (31.7%), while 20 percent were either “moderately dissatisfied” (16.0%) or “very dissatisfied” (4.3%). Large majorities of those receiving aid gave positive ratings to the customer service skills of the financial aid staff, with over one-third of those respondents giving an “excellent” rating to *advisor staff* (37.6%), *reception staff* (37.6%), and *phone staff* (34.9%).

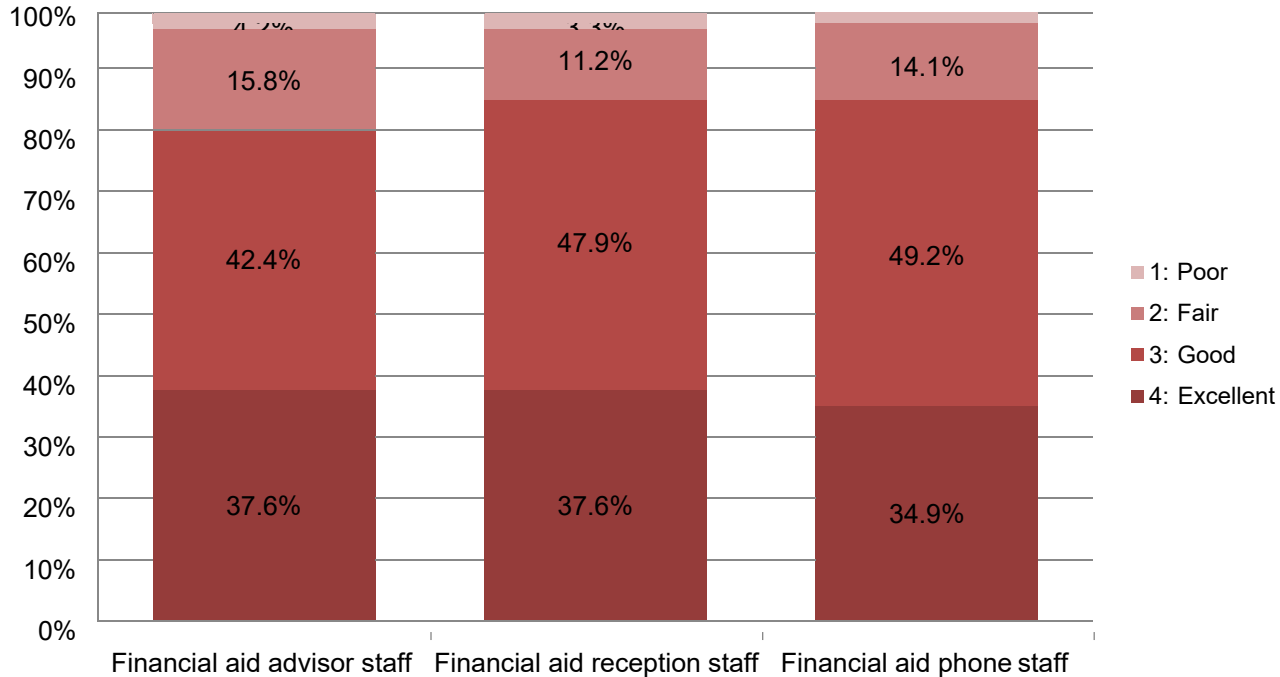
**Table 27: Financial Resources to Finish College**

	Mean	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	N
I will have the financial resources I need to finish college	4.0	34.0%	38.6%	18.7%	7.6%	1.2%	847

**Figure 11: Satisfaction with Financial Aid Package**



**Figure 12: Customer Service Skills of Financial Aid Staff**



### Knowledge, Skills, and Personal Development (Tables 28-30)

This section of the report focuses on respondents’ perceptions of how well NC State has contributed to their academic and personal development. The 40 individual areas asked about relate to general education, personal development, or world view goals that the University has for students’ undergraduate education. Contributions are rated on a scale of “1” (“not at all”) to “4” (“very much”). Responses of “do not know” are excluded from analysis.

#### General Education Goals

Overall, respondents reported thinking that NC State had contributed significantly to their development of various general education goals. Over 90 percent said NC State contributed “very much” or “somewhat” to eight of 20 general education goals, and over 80 percent of respondents said NC State contributed “very much” or “somewhat” to 17 of the 20 general education goals. Sophomores were most likely to say that NC State contributed “very much” to their *ability to plan and carry out projects independently* (46.6%) and *use technologies appropriate to their discipline* (44.5%).

While still receiving positive ratings by a majority, respondents were most likely to think their education contributed “very little” or “not at all” to their *capacity to engage with and respond to artistic works and to evaluate their significance* (30.8%), *appreciating the humanities* (25.2%), and *applying social science methods to understand human behavior* (20.9%).

**Table 28: Contribution of Education to General Education Goals**

	Mean	4: Very much	3: Somewhat	2: Very little	1: Not at all	N
Writing effectively	3.0	28.7%	52.6%	13.8%	5.0%	865
Speaking effectively	3.1	35.0%	46.1%	14.8%	4.2%	866
Listening attentively	3.3	39.3%	49.9%	8.5%	2.3%	870
Comprehending written and oral information	3.3	38.2%	52.8%	6.9%	2.1%	871
Creating/distributing information and knowledge using multiple communication forms	3.1	36.0%	44.2%	15.0%	4.8%	867
Using mathematical skills	3.3	43.5%	41.9%	12.2%	2.4%	871
Applying scientific methods of inquiry	3.1	35.1%	46.8%	13.6%	4.5%	851
Applying analytic skills	3.3	42.3%	48.2%	7.5%	2.0%	863
Using technologies appropriate to my discipline	3.3	44.5%	45.9%	7.9%	1.7%	863
Ability to plan and carry out projects independently	3.3	46.6%	43.1%	8.3%	2.0%	865
Identifying a problem/concept and articulating its components	3.3	37.9%	55.2%	5.8%	1.1%	846
Gathering relevant information or evidence	3.4	42.5%	52.3%	4.5%	0.7%	851
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.3	40.9%	51.5%	7.1%	0.6%	851
Questioning own assumptions and considering conflicting points of view	3.3	42.9%	48.1%	7.8%	1.3%	851
Considering all options when problem solving, thinking through implications/consequences	3.3	39.1%	54.1%	5.5%	1.3%	849
Solving real world problems in ways that demonstrate imagination/creativity	3.2	35.8%	50.8%	10.9%	2.6%	847
Reflecting on my work	3.3	38.2%	50.4%	10.0%	1.4%	853
Capacity to engage with and respond to artistic works (e.g., plays, music, movies, dance, visual arts), as creator, designer, performer, or audience member, and to evaluate their significance	2.9	27.8%	41.3%	19.2%	11.6%	808
Appreciating the humanities	2.9	32.4%	38.8%	17.8%	7.4%	867
Applying social science methods to understand human behavior	2.9	29.5%	45.5%	16.3%	4.6%	863

### Personal Development Goals

Respondents gave high ratings to the extent to which NC State contributed to various personal development goals, with more than three-fourths of respondents said their education contributed “very much” or “somewhat” on each of the 12 items evaluating personal development. In particular, about half of respondents said that their college education contributed “very much” to *taking responsibility for their own behavior* (52.9%), *experiencing personal growth* (51.3%), and their *potential for success* (49.2%). While ratings for NC State’s contributions to all aspects of personal development asked about were largely positive, over 20 percent of respondents indicated that their college education contributed “very little” or “not at all” to their *ability to handle stress* (24.8%), *developing and sustaining an active and healthy lifestyle* (23.2%), and *being involved in public and community affairs* (23.7%).

**Table 29: Contribution of Education to Personal Development Goals**

	Mean	4: Very much	3: Somewhat	2: Very little	1: Not at all	N
Recognizing and acting on ethical principles	3.1	32.7%	52.0%	11.2%	4.2%	839
Developing leadership skills	3.1	35.5%	46.7%	14.1%	3.7%	842
Working effectively as part of a team	3.3	45.3%	44.7%	8.4%	1.5%	845
Being involved in public and community affairs	3.0	28.7%	47.6%	18.4%	5.3%	832
Developing and sustaining an active and healthy lifestyle	3.0	34.4%	42.4%	16.2%	7.0%	840
Experiencing personal growth	3.4	51.3%	41.7%	5.1%	1.9%	842
Ability to handle stress	2.9	26.2%	49.1%	16.5%	8.3%	848
Time management	3.2	39.9%	47.1%	8.9%	4.1%	847
Valuing learning as lifelong process	3.3	45.6%	41.7%	8.8%	3.9%	842
Taking responsibility for my own behavior	3.4	52.9%	38.6%	5.3%	3.2%	845
Potential for success	3.4	49.2%	43.5%	5.1%	2.1%	841
Viewing failure as an opportunity to learn	3.1	36.0%	46.1%	12.7%	5.2%	842

### World View Goals

Sophomores were asked about the contribution of their college education to the development of their world view. Respondents were most likely to say their education contributed “very much” or “somewhat” to their *ability to work with people from diverse backgrounds* (88.8%) and *understanding and respecting diverse cultures, values and perspectives* (87.3%). Respondents were less likely to say their college education contributed “very much” or “somewhat” to *appreciating differences in sexual orientation*, with 23 percent said their education contributed “very little” or “not at all” (23.2%).

**Table 30: Contribution of Education to World View Goals**

	Mean	4: Very much	3: Somewhat	2: Very little	1: Not at all	N
Understanding issues and problems facing the world	3.2	33.5%	52.7%	10.9%	2.9%	835
Understanding and respecting diverse cultures, values, and perspectives	3.3	41.9%	45.4%	8.8%	4.0%	831
Ability to work with people from diverse backgrounds	3.3	46.0%	42.8%	8.2%	3.0%	830
Sensitivity to issues associated with racial equity	3.2	37.7%	46.7%	11.0%	4.6%	827
Sensitivity to issues associated with gender equity	3.1	35.2%	45.6%	12.9%	6.3%	822
Appreciating differences in sexual orientation	3.0	35.4%	41.5%	14.4%	8.8%	822
Understanding the present as it relates to history	3.1	34.1%	47.9%	13.9%	4.1%	827
Understanding human problems through a global perspective	3.2	34.4%	51.5%	11.4%	2.7%	815

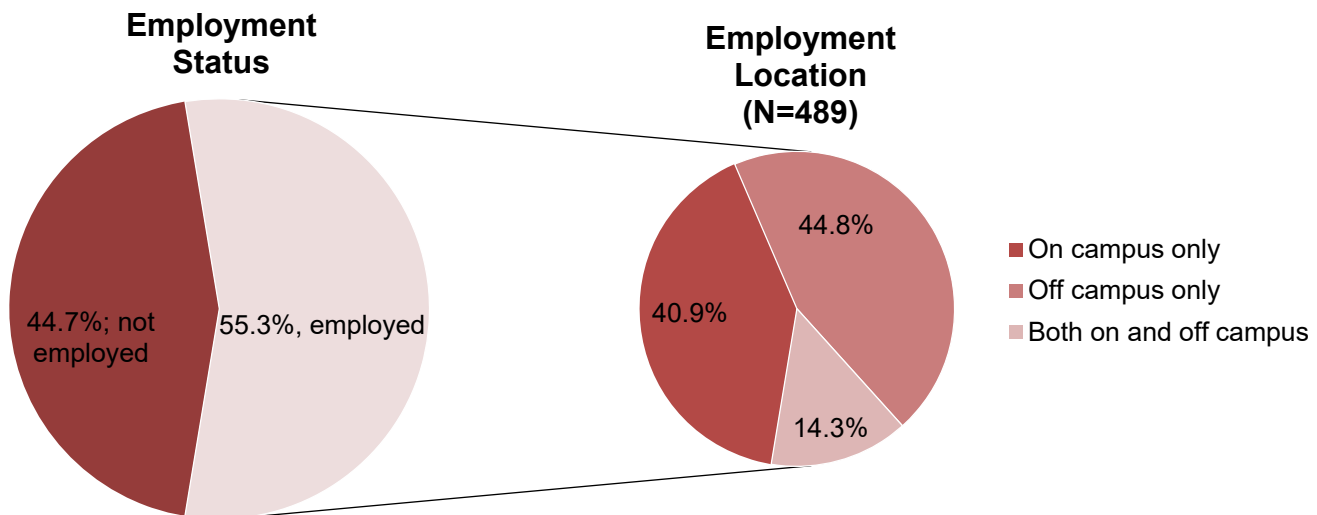
## Employment and Extracurricular Activities

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

### Employment (Table 31; Figures 13-14)

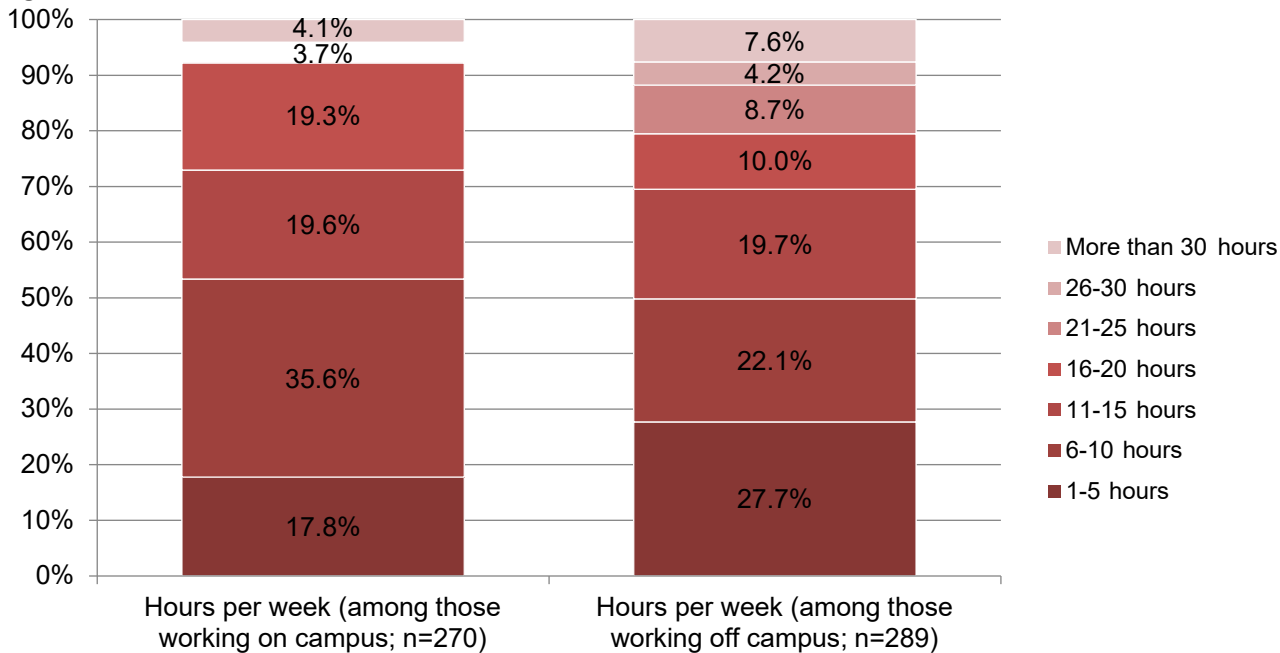
More than half of the sophomore respondents reported being employed during the 2015-2016 academic year (55.3%). Employed respondents were slightly more likely to say they worked *off campus only* (44.8%) than *on campus only* (40.9%), and 14 percent said they worked *both on and off campus* (14.3%). Respondents who worked off campus were more likely than those working on campus to report working more than 20 hours per week (20.5% vs. 7.8%, respectively). While over one-third (36.9%) of employed respondents believed that their job “does not interfere with their schoolwork,” over half said it takes “some time” (53.0%) away from their school work, and 10 percent say their job takes “a lot of time” away from their school work (10.1%).

Figure 13: Employment During Academic Year





**Figure 14: Number of Hours Worked**



**Table 31: Impact of Job on School Work**

	%	N
My job does not interfere with my school work.	36.9%	179
My job takes some time away from my school work.	53.0%	257
My job takes a lot of time away from my school work.	10.1%	49
<b>Total</b>	100.0%	485

**Involvement in Campus Activities (Tables 32-36; Figure 15)**

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 their major* (41.6%), *intramural/recreational sports/club teams* (36.0%), and *religious groups* (22.8%).

Sophomores were also asked how often they participated in various campus groups or organizations/programs. Over 70 percent of respondents said that they had attended *workshops, seminars, speakers, etc. outside of class* (77.4%) and participated in *community service/volunteer work* (73.3%) at least once. Respondents were least likely to have ever participated in *multicultural/diversity events/programs* or *co-curricular activities*, with 47 percent and 45 percent, respectively, saying they had never participated in these activities at NC State. However, 21 percent of respondents also said they participated in co-curricular activities “one or more times a week” (21.2%). So, although nearly half of respondents did not ever participate in co-curricular activities, those who did were likely to do so on a regular basis.

**Table 32: Involvement in Campus Groups/Organizations/Programs\***

	%	N
Org/club related to major	41.6%	374
Intramural/rec sports/club team	36.0%	324
Religious groups	22.8%	205
Social fraternity/sorority	19.9%	179
Service groups (e.g., CSLEPS, ASB, Service NC State, Service Raleigh)	14.6%	131
University Scholars Program	13.5%	121
Minority student groups	10.1%	91
Leadership programs (e.g., Leadership Development Series, LeaderShape, leadership conferences)	9.2%	83
Visual/performing arts/music groups	7.7%	69
Residence Hall Council	6.5%	58
University Honors Program	5.9%	53
Academic scholarship prog (Caldwell, Park, etc.)	4.6%	41
Political/issue groups	4.1%	37
Student Media/Publications	2.9%	26
GLBT Community Alliance	2.8%	25
Varsity athletic teams	2.7%	24
ROTC	2.3%	21
Union Activities Board	2.3%	21
Student Government	1.9%	17

\*respondents could select multiple programs/organizations

**Table 33: 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	N
Workshops, seminars, speakers, etc. outside of class	5.9%	12.5%	13.2%	18.9%	27.0%	22.6%	882
University sponsored art events	2.0%	5.3%	8.3%	16.5%	27.7%	40.2%	884
Multicultural/diversity events/programs	1.9%	5.8%	8.8%	10.3%	26.4%	46.8%	883
Community service/volunteer work	6.5%	11.0%	11.6%	19.5%	24.8%	26.7%	883
Intramural activities	20.1%	12.9%	6.8%	8.6%	10.9%	40.7%	882
Co-curricular activities	21.2%	8.5%	6.3%	7.0%	11.8%	45.2%	884
Intercollegiate athletic events	10.2%	17.7%	9.8%	10.9%	8.9%	42.6%	881

Seventy percent of sophomore respondents report participating in community service during their time as a student at NC State. Students were most likely to report participating in community service sponsored by the *University* (59.0%), an *NC State club* (50.8%), or an *academic college, department, or course* (39.9%). Of students who participated in community service, over 80 percent indicated that the experience contributed “very much” (30.8%) or “somewhat” (50.8%) to their personal and professional growth.

**Table 34: Participation in Community Service**

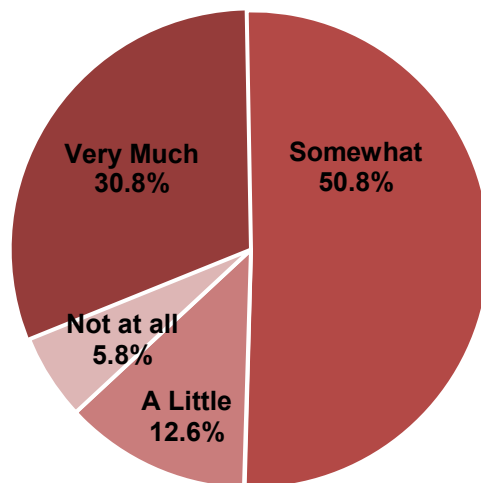
	%	N
Participated in any community service project through NC State	69.0%	760

**Table 35: Participation in Community Service, by Sponsor\***

	%	N
The University (e.g., Blood Drive, Packapalooza, etc.)	59.0%	530
An NC State club	50.8%	457
Greek Life or fraternity/sorority	24.6%	221
An NC State program (e.g., Honors Program, Scholars Program)	21.5%	193
An academic college, department, or course	39.9%	359
A non-academic center, unit, etc. (e.g., CSLEPS, GLBT Center, Multicultural Student Affairs, etc.)	17.9%	161
Participated in a community service project organized by a group outside the university	29.7%	267
Participated in a community service project but don't know/remember who sponsored it	10.6%	95

\*respondents could select more than one sponsor

**Figure 15: Community Service Experiences and Their Contribution to Growth (among those who participated in community service, n=759)**



Sophomores were largely satisfied with a variety of opportunities for involvement on campus. About two-thirds of respondents reported being either “very satisfied” or “satisfied” with *opportunities on campus to interact with/learn from diverse people* (70.1%), *opportunities on campus to develop leadership skills* (68.1%), *opportunities for community service/volunteer work* (67.3%), and *the ease with which one can get involved in campus organizations* (66.0%). Compared to other opportunities, respondents were less likely to have said they were either “very satisfied” or “satisfied” with *weekend activities on campus* (51.6%).

**Table 36: Satisfaction with Opportunities for Involvement**

	Mean	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	N
Weekend activities on campus for students	3.5	10.6%	41.0%	36.3%	10.2%	1.9%	881
The ease with which I can get involved in campus organizations	3.7	17.5%	48.5%	25.2%	7.5%	1.3%	880
Opportunities on campus to interact with/learn from diverse people	3.8	19.5%	50.6%	24.9%	3.9%	1.1%	880
Opportunities on campus to develop leadership skills	3.8	16.8%	51.3%	27.4%	3.6%	0.9%	881
Opportunities for community service/volunteer work	3.8	17.4%	49.9%	26.8%	5.2%	0.7%	881