





## 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)

Ratings on all items related to the academic environment at NC State were overwhelmingly positive. Overall, more than 95 percent of respondents characterized the learning environment on NC State's campus as "very strong" (34.9%) or "strong" (60.8%). One-fourth or more sophomores "strongly agree" that *students at NC State are encouraged to ask questions* (28.4%), that they are *able to freely explore academic interests at NC State* (26.5%), that *students are invited to share their ideas and knowledge* (25.7%), and that they *consider what they have been learning in classes valuable* (24.8%). In addition, over one-third "strongly agree" that their *experiences at NC State have stimulated interest in an intended field of study* (35.5%). Students were relatively less likely to "strongly agree" that *students at NC State are given meaningful answers to questions they ask* (17.5%). In no case did more than ten percent of the respondents indicate dissatisfaction with any of these aspects of the academic environment 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	34.9%	60.8%	4.3%	0.1%	1,223

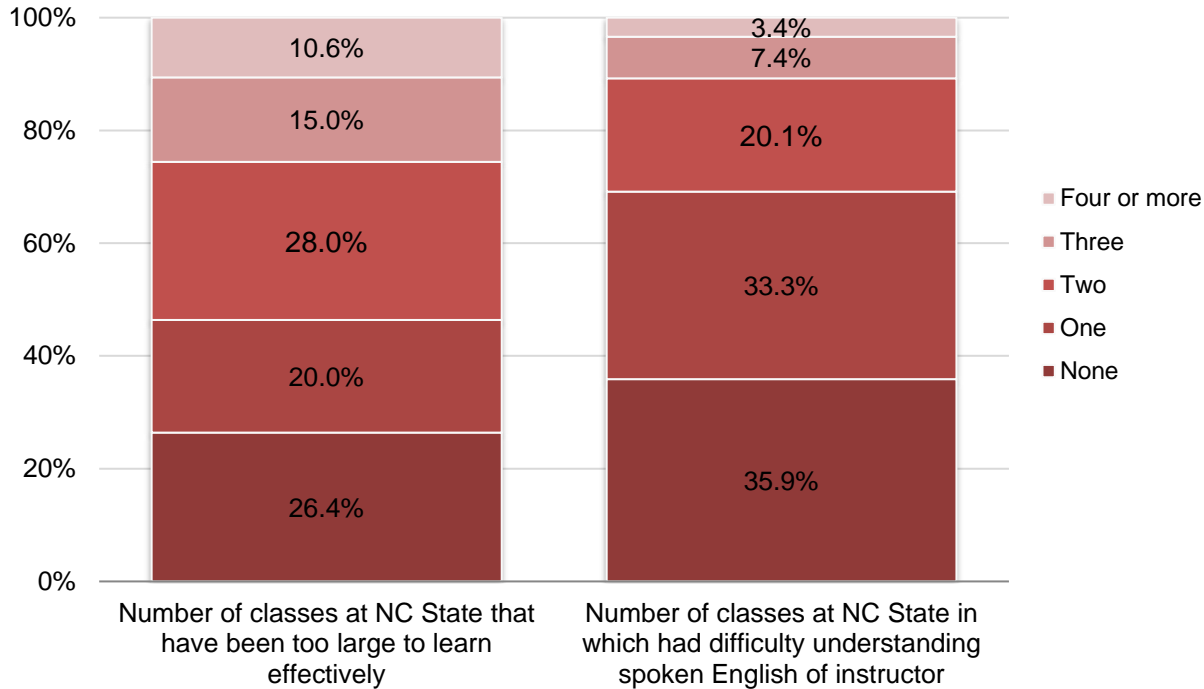
**Table 6: Academic Experiences**

	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	24.8%	60.9%	10.9%	2.5%	0.9%	1,229
My experiences at NC State have stimulated interest in an intended field of study	4.2	35.5%	50.7%	8.9%	4.2%	0.7%	1,227
I am able to freely explore academic interests at NC State	3.9	26.5%	50.1%	13.6%	7.4%	2.4%	1,227
Students at NC State are encouraged to ask questions	4.1	28.4%	54.3%	14.1%	2.4%	0.7%	1,228
Students at NC State are given meaningful answers to the questions they ask	3.8	17.5%	54.8%	22.1%	4.5%	1.1%	1,228
At NC State, students are invited to share their ideas and knowledge	4.1	25.7%	58.1%	13.3%	2.4%	0.5%	1,228

### Classroom Environment (Figure 1)

Almost three-fourths of respondents reported that during their time at NC State they have had at least one *class that was too large to learn effectively* (74.6%), and about two-thirds reported having had one class in which they had *difficulty understanding the spoken English of the instructor* (64.1%). One-quarter of respondents reported having had three or more classes that were too large to learn effectively (25.6%), and 11 percent reported having had three or more classes in which the instructor's English was difficult to understand (10.8%).

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



Satisfaction with Instruction (Table 7)

Over three-fourths of the sophomores said they were either “very satisfied” (12.9%) or “satisfied” (64.8%) with *instruction overall* at NC State. In addition, a majority gave positive ratings to seven of the eight specific aspects of instruction asked about, and in no case did more than about 20 percent indicate they were dissatisfied with any given aspect. Of the various aspects of instruction asked about, sophomores were most likely to be “very satisfied” with their instructors ability to effectively use instructional technology in teaching/learning activities (21.4%).

Seventy percent or more of respondents said they were either “very satisfied” or “satisfied” with instructors’ ability to *carefully explain performance expectations* (80.6%) their ability to *effectively use instructional technology in teaching/learning activities* (75.1%), and their *ability to motivate me to do my best* (70.8%). Respondents were most likely to report being dissatisfied with the *extent to which instructors considered different learning styles*, with just under half of respondents indicating they were “very satisfied” (10.1%) or “satisfied” (38.7%) and about 20 percent saying they were either “dissatisfied” (17.7%) or “very dissatisfied” (2.8%).

**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	11.3%	59.5%	23.0%	5.6%	0.5%	1,280
Carefully explain performance expectations	3.9	16.8%	63.8%	14.7%	4.2%	0.5%	1,275
How well explain course material	3.7	10.9%	60.5%	17.8%	9.7%	1.0%	1,279
Extent to which encourage class discussion	3.7	17.0%	47.3%	26.6%	8.6%	0.5%	1,279
Effectively use instructional tech in teaching/learning activities	3.9	21.4%	54.1%	18.5%	5.4%	0.5%	1,279
How quickly provide feedback on work	3.6	11.0%	49.6%	26.5%	11.5%	1.3%	1,278
Helpfulness of feedback on work	3.6	12.4%	49.5%	25.5%	11.2%	1.5%	1,277
Extent to which consider different learning styles	3.4	10.1%	38.7%	30.7%	17.7%	2.8%	1,277
Overall satisfaction w/ instruction	3.8	12.9%	64.8%	16.9%	4.9%	0.5%	1,276

**Faculty-Student Mentoring (Table 8)**

Sophomores were asked about a range of mentoring experiences they may have had at NC State, and the extent to which those experiences contributed to their personal and professional growth. Respondents were most likely to have *met regularly with faculty for academic guidance* (36.4%), followed by having *met regularly with faculty for professional guidance/support* (25.6%). Sophomores were least likely to report having *worked on an independent study project with faculty* (7.3%), *worked on extension/public service projects with faculty* (7.2%), or *assisted in teaching a class/lab* (6.2%).

Regardless of the mentoring experience, typically more than one-third of those with an experience said it contributed “a great deal” to their personal or professional growth, and three-fourths or more said it contributed at least “some.” The mentoring experiences that appear to be most impactful, with about 40 percent of those with the experience saying it contributed “a great deal” to their personal or professional growth, were *engaging in a research project with faculty* (41.0%), *meeting regularly with faculty for professional guidance/support* (39.9%), *meeting regularly with faculty for non-academic guidance* (39.9%), and *assisting in teaching a class/lab* (39.0%).

**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 Rating	4: A great deal	3: Some	2: A little	1: Not at all
Independent study project with faculty	91	7.3%	3.0	34.4%	42.2%	14.4%	8.9%
Research project with faculty	146	11.7%	3.2	41.0%	45.1%	9.0%	4.9%
Extension/public service project with faculty	90	7.2%	2.9	22.5%	50.6%	19.1%	7.9%
Assisted in teaching class/lab	77	6.2%	3.2	39.0%	49.4%	7.8%	3.9%
Routine academic guidance from faculty	454	36.4%	3.2	34.2%	49.0%	14.5%	2.2%
Routine professional guidance/support from faculty	319	25.6%	3.2	39.9%	41.5%	16.6%	1.9%
Routine non-academic guidance from faculty	187	15.0%	3.2	39.9%	39.3%	17.5%	3.3%
Worked with faculty on campus activities	234	18.8%	3.2	35.2%	47.0%	16.1%	1.7%

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

A majority of sophomores (57.8%) said their primary source of academic advising is “a professional advisor in my department or college,” while close to one-fourth (26.5%) 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” (5.2%) or NC State’s Virtual Advising Center (4.9%).

Table 9 displays the distribution of types of advising by college. Students in College of Education and those in the Poole College of Management were most likely to have said they have a professional advisor (73.3% and 67.3, respectively). Students in the College of Design and the Wilson College of Textiles were most likely to report having a faculty member in their department as an advisor (58.8% and 54.1%, respectively).

**Table 9: Primary Source for Academic Advising**

	%	N
Professional advisor in my department or college	57.8%	704
Faculty member in my department	26.5%	322
Centralized or campus-wide advising service (with face-to-face contact)	5.2%	63
NC State provided web-based advising site (i.e., Virtual Advising Center)	4.9%	60
Other	5.6%	68
<b>Total</b>	<b>100.0%</b>	<b>1,217</b>

**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	28.1%	59.3%	12.6%	135
Design	58.8%	32.4%	8.8%	34
CED	20.0%	73.3%	6.7%	30
COE	26.6%	56.2%	17.2%	274
CNR	39.3%	50.0%	10.7%	84
HSS	26.6%	57.3%	16.1%	192
COS	23.4%	62.0%	14.6%	171
TEX	54.1%	35.1%	10.8%	37
PCOM	13.3%	67.3%	19.4%	165
UC	20.0%	57.9%	22.1%	95
Total	26.5%	57.8%	15.7%	1,217

Respondents rated their satisfaction with several aspects of academic advising. Close to 75 percent of respondents stated they were either “very satisfied” (28.7%) or “satisfied” (43.9%) with *academic advising overall*, and over 75 percent said they “strongly agree” (28.3%) or “agree” (51.8%) 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, at least 55 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 *knowledge about general education and other degree requirements* (36.0%), their *advisor’s help in understanding degree requirements for their current major or major of interest* (33.3%), the *accessibility of their primary advisor* (32.1%), their *advisor’s concern for their academic success* (31.1%), and their *advisor providing information on whom to contact to get help with academic problems* (30.2%).

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* (16.2%), their *advisor helping them to understand a clear path to achieve their career goals* (13.9%), and their *advisor’s knowledge about post-grad employment options* (13.8%).

**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	32.1%	44.2%	12.8%	8.6%	2.2%	1,207
Advisor spending sufficient time with me	3.9	28.1%	42.9%	18.7%	7.9%	2.4%	1,207
Advisor's concern with my academic success	3.9	31.1%	40.8%	17.6%	8.2%	2.2%	1,207
Advisor talking with me about my academic progress	3.9	29.0%	44.4%	16.9%	7.4%	2.2%	1,206
Advisor helping me to understand campus policies and procedures	3.8	22.6%	43.6%	24.1%	7.7%	2.1%	1,205
Advisor helping me get familiar with academic programs of interest	3.8	26.8%	41.0%	19.4%	9.5%	3.3%	1,203
Advisor helping me understand degree requirements for current major/major of interest	4.0	33.3%	44.9%	12.2%	6.7%	3.0%	1,203
Advisor's knowledge about general educ and other degree requirements	4.1	36.0%	44.9%	12.7%	4.5%	1.9%	1,186
Advisor providing info on whom to contact to help with academic problems	3.9	30.2%	42.8%	19.3%	5.9%	1.8%	1,186
Advisor providing info on whom to contact to help with non-academic problems	3.8	23.6%	38.4%	29.3%	7.2%	1.5%	1,186
Advisor helping me think about post-graduation options (e.g., employment, graduate school, etc.)	3.6	22.0%	33.2%	31.0%	10.2%	3.6%	1,183
Advisor helping me think about co-ops, internships, etc. to gain work-related experience	3.6	20.5%	34.3%	28.9%	12.2%	4.0%	1,185
Advisor helping me to understand a clear path to achieve my career goals	3.6	20.7%	39.2%	26.2%	11.2%	2.7%	1,182
Academic advising overall	3.9	28.7%	43.9%	16.4%	8.1%	2.9%	1,177

**Table 12: Access to Helpful Academic Advising Services**

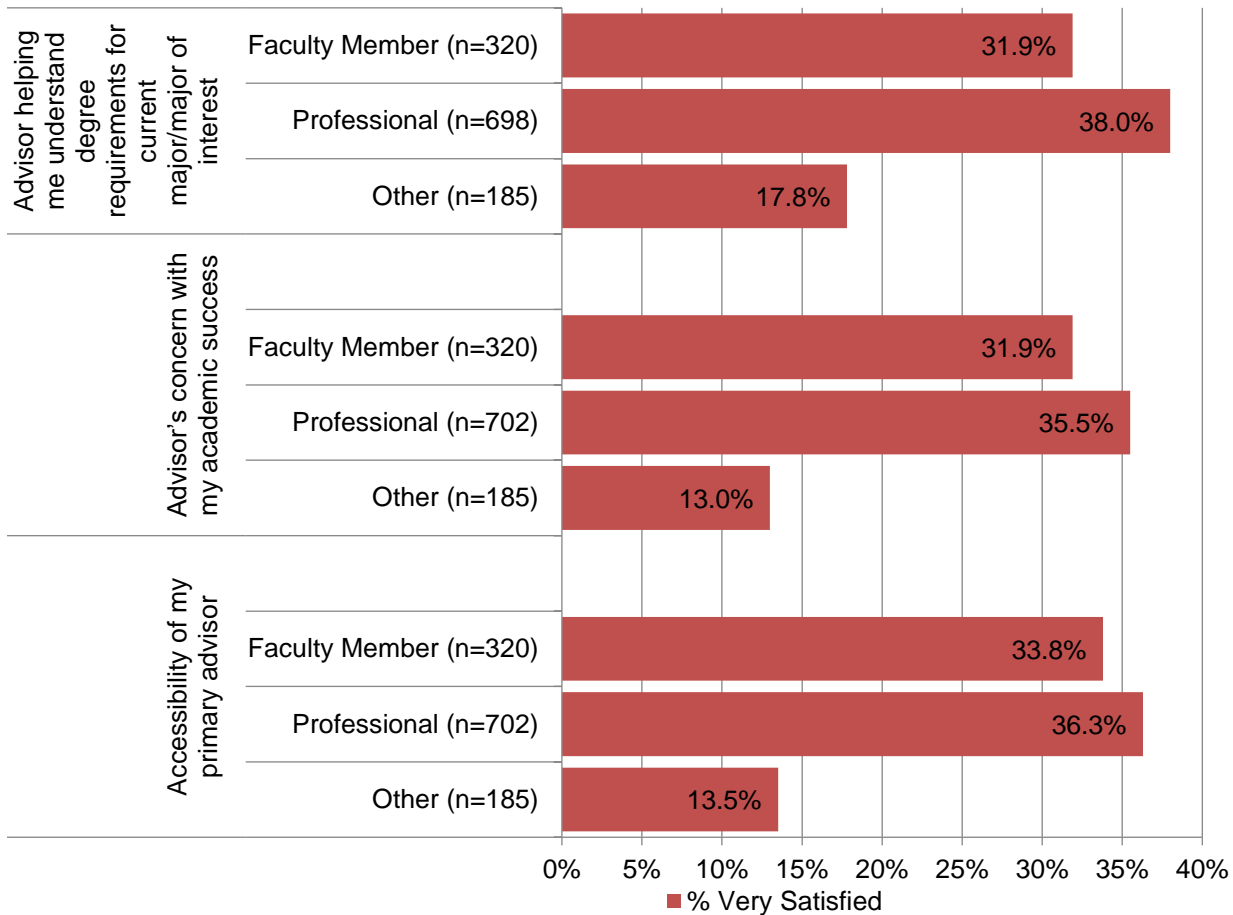
	Mean Rating	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Total (N)
Access to academic advising services that enabled me to progress towards my degree	4.0	28.3%	51.8%	13.6%	4.8%	1.4%	1,217

Satisfaction with advising varied somewhat depending upon the type of advisor respondents reported having. While sophomores were slightly 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*, both types of advisors go much more favorable ratings than did *other sources of advising*. For example, while one-third of those with professional advisors

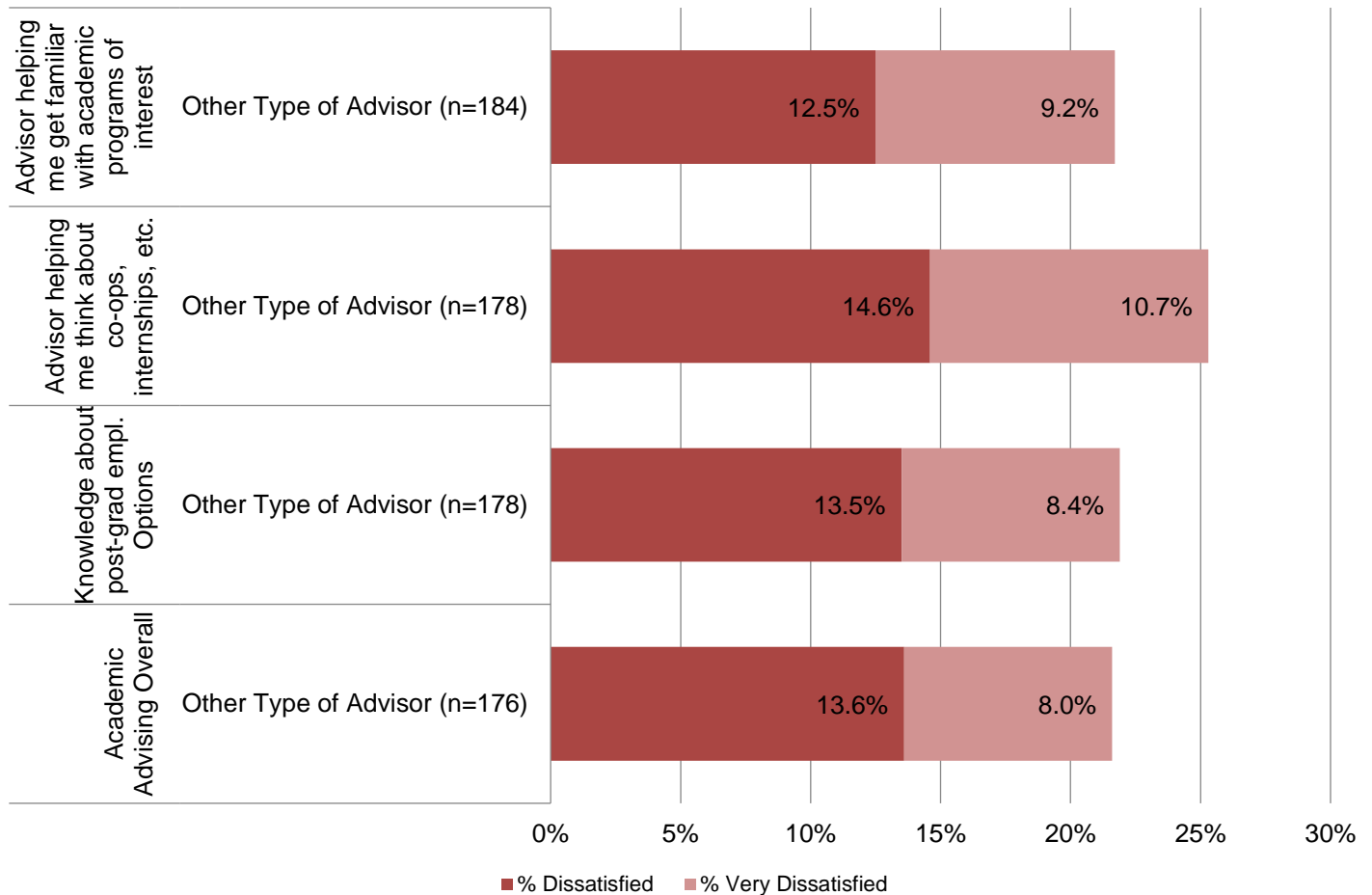


(33.8%) and 27 percent with faculty advisors (27.0%) said they were “very satisfied” with *advising overall*, just 12 percent of respondents with a different source of advising said the same (11.9%). More than 20 percent of respondents with neither a professional advisor nor a faculty advisor reported being either “dissatisfied” or “very dissatisfied” with four of the 13 aspects of advising asked about — *advisor helping me think about co-ops, internships, etc.*; *advisor helping me get familiar with academic programs of interest*; *academic advising overall*; and *advisor’s knowledge about post-graduation employment options*.

**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)**



**Campus Climate and Safety**

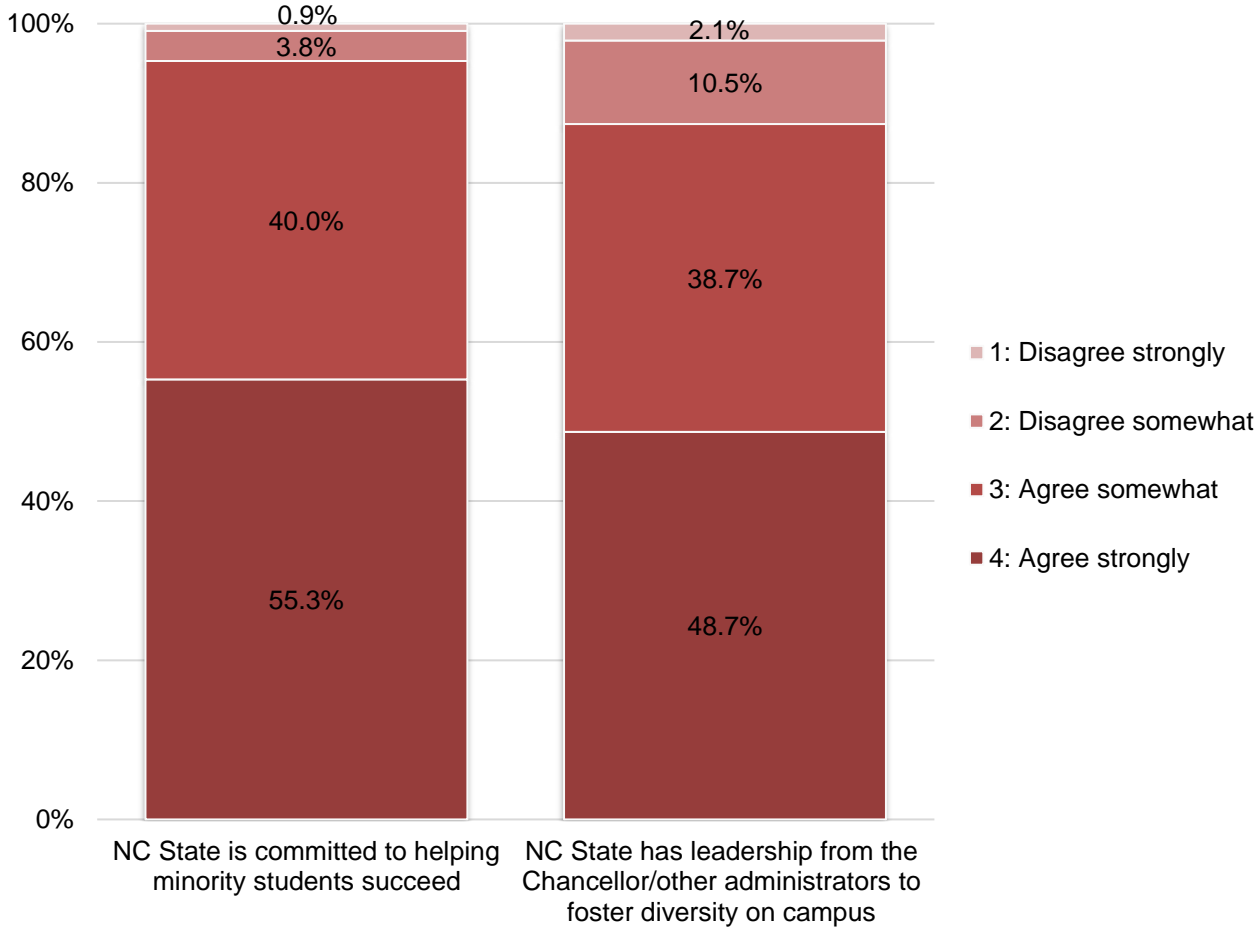
This section explores students’ attitudes of the campus climate, including NC State’s commitment to helping minority students succeed and fostering diversity on campus, how supportive the campus environment is toward various student groups, and the sense of community at NC State. Perceptions about campus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

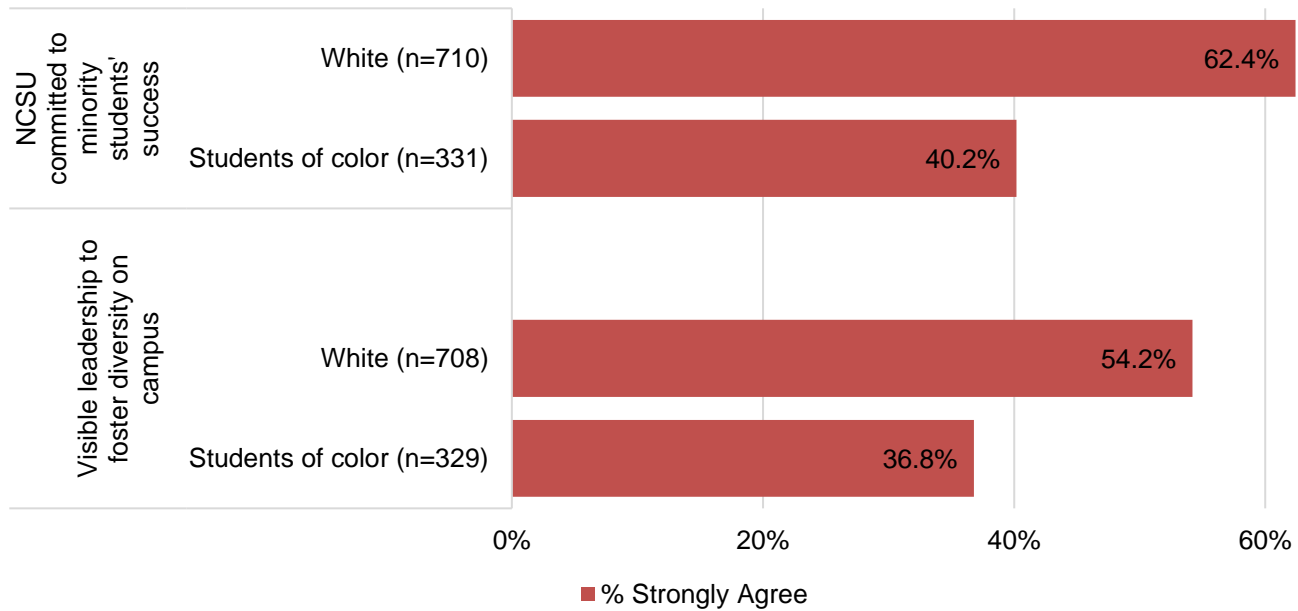
Respondents overall were generally satisfied with issues related to diversity at NC State. More than half (55.3.0%) of students overall “strongly agree” and another 40 percent “agree” (40.0%) that *NC State is committed to helping minorities succeed*. However, agreement varies by race/ethnicity, with 62 percent of white students (62.4%) compared to 40 percent of students of color (40.2%) saying they “strongly agree” that *NC State is committed to helping minorities succeed*.

Almost 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* (48.7% “strongly agree” and 38.7% “agree”). Agreement again varies by race/ethnicity, with 54 percent of white students (54.2%) compared to 37 percent of students of color (36.8%) 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 13; Figures 6-7)

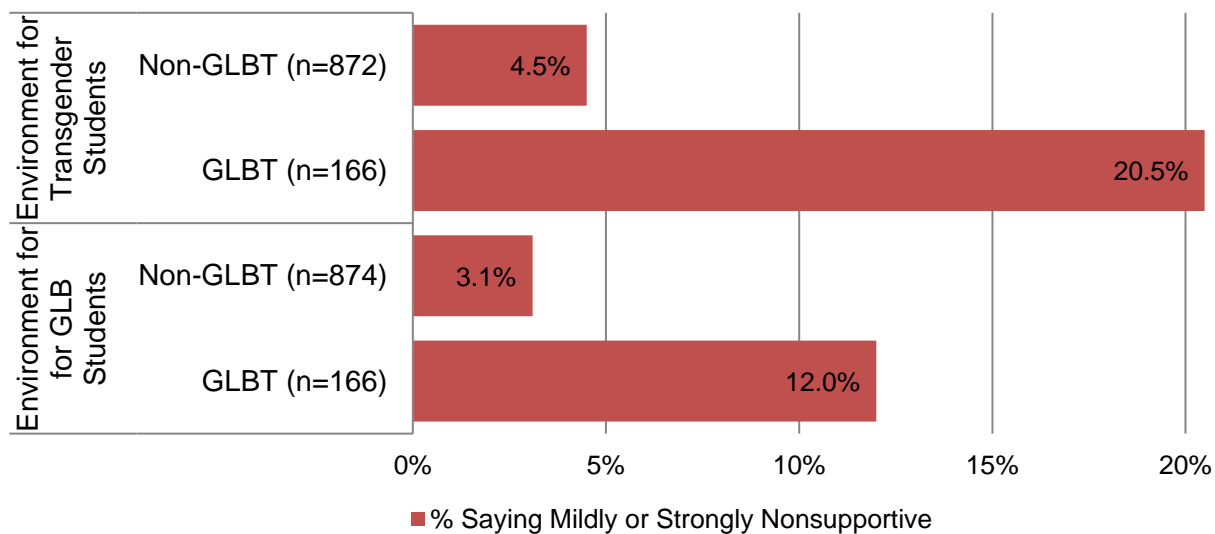
Respondents were asked their opinions about how supportive the campus is toward different groups of students (e.g., *women*, *African Americans*, *students with disabilities*, etc.). Forty percent or more of respondents overall said that the campus is “strongly supportive” of each of the various student groups asked about. Of the various groups asked about, sophomores were most likely to see the campus as “strongly supportive” of *women*, and least likely to be “strongly supportive” of *transgender students*. Students who self-identified as a member of the GLBT community were five times more likely than those who identified as heterosexual or straight to believe the campus is nonsupportive of *transgender students* (20.5% vs 4.5%), and four times more likely to believe the campus is nonsupportive of *gay, lesbian or bisexual students* (12.0% vs 3.1%).

Similarly, there was a disparity between African American respondents and white respondents in their perceptions of campus support for *African American students*. Over half of white respondents said that the campus was “strongly supportive” of *African American students* (52.5%) compared to 30 percent of African American respondents (30.5%). African American respondents were nine times more likely than white respondents to say the campus was “mildly non-supportive” or “strongly nonsupportive” of *African American students* (18.7% vs. 2.0%, respectively).

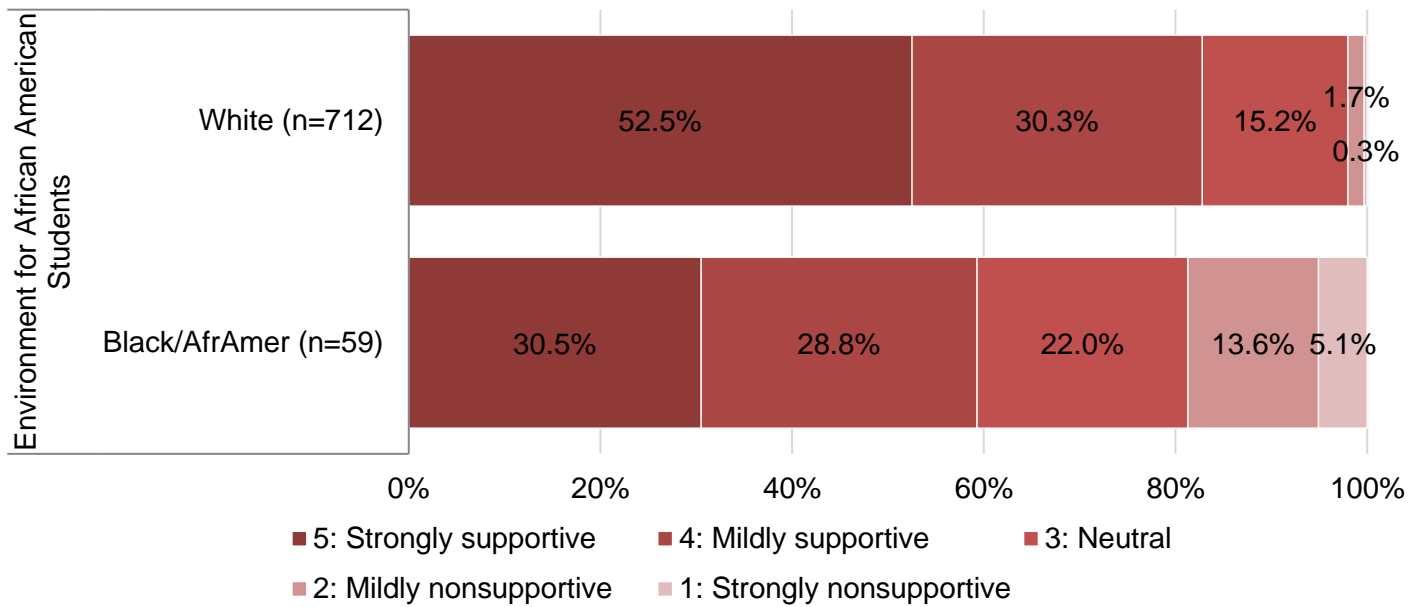
**Table 13: Perceptions of Campus Climate for Groups on Campus**

	Mean Rating	5: Strongly supportive	4: Mildly supportive	3: Neutral	2: Mildly nonsupportive	1: Strongly nonsupportive	Total (N)
Women	4.4	57.1%	29.5%	11.3%	1.9%	0.2%	1,041
Men	4.2	51.5%	25.3%	17.9%	3.6%	1.6%	1,042
African Americans	4.2	48.4%	30.6%	17.3%	3.0%	0.8%	1,044
Other racial/ethnic minorities	4.2	45.8%	31.0%	18.7%	3.7%	0.7%	1,041
International students	4.2	44.0%	32.1%	19.6%	3.5%	0.8%	1,039
Students with disabilities	4.1	44.3%	29.5%	20.8%	3.9%	1.4%	1,038
Gay, lesbian, and bisexual students	4.2	47.0%	29.2%	19.2%	3.8%	0.7%	1,040
Transgender students	4.0	41.2%	28.1%	23.6%	5.1%	1.9%	1,038

**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 (Tables 14-19)

Sophomores were asked how important it is to them to feel a sense of belonging the various communities at NC State, and then to what extent they actually feel like they belong to each. The large majority of respondents say it is at least “moderately important” to experience a sense of belonging to each. Just over three-fourths say it is “very important” to them to experience a sense of belonging to *small friendship group* (76.1%). They are next most likely to say it is very important to have a sense of belonging in their *academic major or college* (61.5%), followed by *NC State overall* (55.9%), and lastly to *formal organizations* (46.8%). Fifteen percent of respondents say it is “slightly” or “not at all important” to experience a sense of belonging to *formal organizations* (15.1%).

Sophomores are consistently less likely to say they actually experience a sense of belong than to report it is important for them to do so. Of the communities asked about, they are by far most likely to actually feel a sense of belonging to a *small friend group*. Over 60 percent say they feel such a such of belonging to “a great deal” (63.1%), compared to just under 40 percent saying they experience a sense of belonging to *NC State overall* “a great deal,” and just over 30 percent each saying the same for *formal organizations at NC State* (31.2%) and their *academic college or major* (31.1%). More than one-fourth of sophomores say they experience a sense of belonging to *formal organizations at NC State* and their *academic college or major* only “a little” or “not at all” (29.5% and 28.2%, respectively).

Tables 16 through 19 compares how important it is to sophomores to experience a sense of belonging to the various communities to the extent to which they actually feel like they belong to the community. As inferred above, the majority of sophomores for whom it is “very important” to experience a sense of belonging to a *small friend group* say they actually feel “a great deal” like they do belong to such a friend group. While still a majority, sophomores who say it is “very important” to feel a sense of belonging to *NC State overall* or to *formal organizations* are slightly less likely to say they have achieved that sense of belonging to “a great deal” (58.0% and 54.3%, respectively). While a sizable number of sophomores say it is “very important” for them to experience a sense of belonging to their *academic college or major*, one-in-five of them say they have achieved such a sense of belonging either only “a little” or “not at all” (20.4%).

**Table 14: Importance of Sense of Belonging**

	Mean Rating	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	Total (N)
NC State overall	3.4	55.9%	35.3%	6.3%	2.5%	1,040
Formal organizations	3.3	46.8%	38.1%	11.7%	3.4%	1,044
Academic college or major	3.5	61.5%	31.1%	6.3%	1.1%	1,041
Small groups (e.g., with friends)	3.7	76.1%	20.3%	2.6%	1.1%	1,040

**Table 15: Sense of Belonging**

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
NC State overall	3.2	39.1%	40.8%	16.2%	3.9%	1,039
Formal organizations at NC State	2.9	31.2%	39.4%	18.3%	11.2%	1,039
Academic college or major	3.0	31.1%	40.8%	20.8%	7.4%	1,040
Small groups (e.g., with friends) at NC State	3.5	63.1%	25.5%	7.5%	3.9%	1,038

**Table 16: Sense of Belonging: NC State overall**

Importance of belonging to: NC State overall	Sense of belonging in: NC State overall				Total	N
	4: A great deal	3: Some	2: A little	1: Not at all		
4: Very important	58.0%	30.1%	9.3%	2.6%	55.9%	578
3: Moderately important	17.3%	61.5%	18.7%	2.5%	35.2%	364
2: Slightly important	7.6%	31.8%	53.0%	7.6%	6.4%	66
1: Not at all important	3.8%	7.7%	42.3%	46.2%	2.5%	26
<b>Total</b>	39.1%	40.7%	16.2%	4.0%	100.0%	1,034

**Table 17: Sense of Belonging: Formal Organizations at NC State**

Importance of belonging to: Formal organizations (e.g., student organizations, residence halls, etc.)	Sense of belonging in: Formal organizations (e.g., student organizations, residence halls, etc.)				Total	N
	4: A great deal	3: Some	2: A little	1: Not at all		
4: Very important	54.3%	32.8%	9.2%	3.7%	47.0%	488
3: Moderately important	14.1%	56.1%	20.2%	9.6%	38.2%	396
2: Slightly important	0.8%	21.0%	46.2%	31.9%	11.5%	119
1: Not at all important	2.9%	5.7%	28.6%	62.9%	3.4%	35
<b>Total</b>	31.1%	39.4%	18.3%	11.2%	100.0%	1,038

**Table 18: Sense of Belonging: Academic College or Major**

Importance of belonging to: Academic college or major	Sense of belonging in: Academic college or major				Total	N
	4: A great deal	3: Some	2: A little	1: Not at all		
4: Very important	42.9%	36.8%	15.2%	5.2%	61.7%	639
3: Moderately important	14.4%	52.5%	26.3%	6.9%	30.9%	320
2: Slightly important	3.0%	27.3%	48.5%	21.2%	6.4%	66
1: Not at all important	.	9.1%	18.2%	72.7%	1.1%	11
<b>Total</b>	31.1%	40.7%	20.8%	7.4%	100.0%	1,036

**Table 19: Sense of Belonging: Small Groups (e.g., with friends) at NC State**

Importance of belonging to: Small groups (e.g., with friends)	Sense of belonging in: Small groups (e.g., with friends)				Total	N
	4: A great deal	3: Some	2: A little	1: Not at all		
4: Very important	74.3%	17.3%	5.7%	2.7%	76.1%	787
3: Moderately important	30.6%	55.5%	8.6%	5.3%	20.2%	209
2: Slightly important	11.1%	33.3%	44.4%	11.1%	2.6%	27
1: Not at all important	9.1%	18.2%	27.3%	45.5%	1.1%	11
<b>Total</b>	63.2%	25.4%	7.5%	3.9%	100.0%	1,034

Campus Safety (Tables 20-21; Figure 8)

Sophomores were asked how often they had concerns about their personal safety on campus. The large majority said they “seldom” (41.1%) or “never” (43.1%) had such concerns, with just one percent saying they do so “frequently” (1.3%).

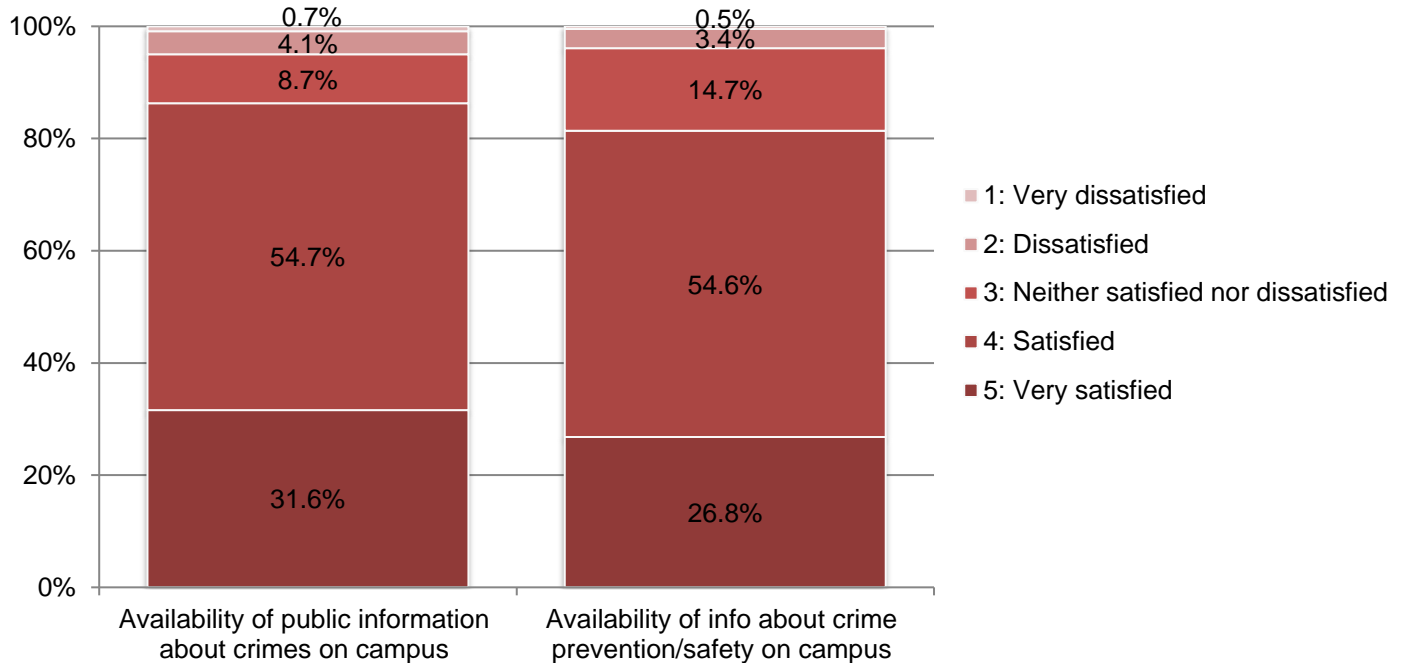
**Table 20: Concerns about Personal Safety on Campus**

	4: Frequently	3: Sometimes	2: Seldom	1: Never	Total (N)
How often had concerns about personal safety on campus	1.3%	14.5%	41.1%	43.1%	1,118

Availability of Crime and Safety Information

Just over 85 percent of respondents reported being either “very satisfied” (32.6%) or “satisfied” (54.7%) with the *availability of public information about crimes on campus*. In addition, over 80 percent of respondents were either “very satisfied” (26.8%) or “satisfied” (54.6%) with the *availability of information about crime prevention/safety on campus*.

**Figure 8: Satisfaction with Availability of Crime and Safety Information**



Crime Reporting

Three-fourths of respondents (75.2%) said they *know how to report suspicious or threatening behavior*. However, just over one-third said it was “very likely” (35.6%) that they would report such behaviors to campus authorities. Whether a respondent said that they knew how to report suspicious or threatening behavior is related to their indicated likelihood of doing so. Just over forty percent of those who indicated they knew how to report suspicious behaviors said they are “very likely” to report those behaviors to campus authorities (42.3%), compared to just 15 percent of respondents who indicated they did not know how to report suspicious or threatening behaviors said the same (15.2%). Of those who said they did not know how to report suspicious behaviors, almost 30 percent said they were “somewhat unlikely” (23.9%) or “very unlikely” (4.7%) to do so.

**Table 21: Likelihood of Reporting Suspicious or Threatening Behavior by Knowledge**

Know how to report suspicious/threatening behavior on campus	Likelihood of reporting suspicious/threatening behavior to campus authority				Total	N
	4: Very likely	3: Somewhat likely	2: Somewhat unlikely	1: Very unlikely		
Yes	42.3%	48.7%	8.0%	1.0%	75.2%	836
No	15.2%	56.2%	23.9%	4.7%	24.8%	276
Total	35.6%	50.5%	12.0%	1.9%	100.0%	1,112



## 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 22-27)

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 services overall* (93.6%) and most likely to be "dissatisfied" or "very dissatisfied" with *opportunities to be involved with faculty on their research* (18.1%).

*Academic Assistance and Tutoring:* Almost 70 percent of sophomores indicated they were "very satisfied" (20.8%) or "satisfied" (48.5%) 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* (67.5%). They were least likely to be "very satisfied" or "satisfied" with academic assistance or tutoring in *foreign language* (45.7%) and *reading* (46.1%).

**Table 22: 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	3.8	20.8%	48.5%	23.4%	6.0%	1.1%	960
<i>Satisfaction with academic assistance/tutoring in:</i>							
Writing	3.6	14.3%	42.1%	36.9%	5.4%	1.2%	406
Reading	3.5	9.7%	36.4%	46.9%	5.3%	1.8%	341
Mathematics	3.7	16.5%	51.0%	22.4%	8.3%	1.9%	630
Science	3.5	12.6%	45.1%	28.5%	10.5%	3.2%	617
Foreign language	3.5	10.2%	35.5%	48.1%	4.3%	1.9%	324
Study skills	3.5	8.7%	46.4%	37.2%	6.3%	1.4%	414

*Research Support:* Two-thirds of respondents indicated they were either "very satisfied" (17.5%) or "satisfied" (47.4%) 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 almost one-fifth of respondents reported being either "dissatisfied" (14.0%) or "very dissatisfied" (4.1%).

**Table 23: 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	3.4	13.0%	36.2%	32.7%	14.0%	4.1%	707
Access to up-to-date facilities	3.7	17.5%	47.4%	24.8%	7.7%	2.5%	793

*Library:* Library services received the highest ratings of all academic service areas evaluated – 94 percent of sophomores indicated being either “very satisfied” (39.1%) or “satisfied” (54.5%) with *library services overall*. Of the individual library services asked about, respondents were especially likely to be “very satisfied” or “satisfied” with the *helpfulness of staff* (91.5%) and *hours of operations* (91.7%). Respondents were least likely to say they were satisfied with the *space for group work*, with 14 percent of respondents saying they were “dissatisfied” (11.6%) or “very dissatisfied” (1.7%).

**Table 24: 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	4.3	35.1%	56.8%	7.5%	0.5%	0.1%	1,068
Space for individual student work	3.9	28.0%	51.4%	9.6%	9.3%	1.7%	1,123
Space for group work	3.9	25.4%	51.3%	9.4%	11.6%	2.2%	1,112
Effectiveness of library training and workshops	4.0	27.0%	49.1%	21.6%	2.0%	0.3%	751
Access to online library resources	4.2	34.5%	54.6%	9.1%	1.5%	0.3%	1,084
Hours of operation	4.3	44.6%	47.1%	6.3%	1.6%	0.4%	1,121
Effectiveness of library resources/services improving learning exp	4.2	33.6%	54.7%	11.0%	0.7%	0.0%	1,081
Library services overall	4.3	39.1%	54.5%	5.6%	0.6%	0.2%	1,127

*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. Of the specific IT 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* (82.6%). While in no case did more than ten percent of sophomores express dissatisfaction with a specific IT service, close to ten percent were “dissatisfied” or “very dissatisfied” with *availability of wireless on campus* (8.8%).

**Table 25: 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	16.0%	54.2%	23.3%	5.6%	0.9%	804
Helpdesk assistance w/ solve probs	3.9	23.2%	51.7%	20.8%	3.6%	0.7%	754
Availability of equipment/software to meet my needs	4.0	23.8%	58.8%	13.9%	2.7%	0.7%	877
Availability of wireless on campus	4.0	29.2%	49.8%	12.2%	7.0%	1.8%	1,024
Online course mgmt system(s) in classes (e.g., Moodle)	3.9	21.9%	57.8%	14.3%	4.6%	1.3%	1,048
Effectiveness of IT in improving learning exp	3.9	19.8%	58.3%	19.2%	2.2%	0.5%	1,005
Access to information/resources to help keep my personal data and devices secure	4.0	21.7%	59.1%	16.4%	2.3%	0.4%	979
IT services overall	4.0	20.3%	63.6%	14.4%	1.3%	0.4%	1,033

*Career Services*: Over three-fourths of respondents said they were “very satisfied” (21.7%) or “satisfied” (54.9%) with *career services overall*. Respondents reported being highly satisfied with *helpfulness of staff*, with over 80 percent indicating they were “very satisfied” (27.0%) or “satisfied” (54.8%). For no career services area did more than ten percent of sophomores say they were “dissatisfied” or “very dissatisfied” with career services.

**Table 26: 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	4.1	27.0%	54.8%	16.4%	1.4%	0.4%	730
Info on internships, co-ops, and other career-related exp	3.9	23.2%	51.8%	18.6%	5.2%	1.2%	764
Access to employment opportunities	4.0	26.3%	53.0%	16.0%	3.4%	1.3%	845
Assistance with resume preparation, interviewing skills, etc.	4.0	29.0%	47.5%	20.5%	2.5%	0.4%	747
Availability of career resources online (e.g., ePACK, video tutorials, career assessments, etc.)	4.0	25.8%	54.6%	15.8%	3.3%	0.5%	818
Info on what employers look for (e.g., leadership, teamwork, written/oral communication, etc.)	3.9	22.9%	51.4%	20.6%	4.1%	1.0%	786
Assistance with determining career goals, exploring careers, and making career decisions	3.9	22.2%	51.0%	21.6%	4.2%	1.0%	767
Career services overall	3.9	21.7%	54.9%	19.9%	3.1%	0.5%	840

*Bookstore*: Three-fourths of respondents (75.8%) were satisfied with the *timely availability of course materials at the bookstore*.

**Table 27: 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	23.2%	52.6%	13.6%	7.9%	2.7%	1,093

Non-Academic Service Areas (Tables 28-29)

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 seven percent to 30 percent of respondents saying they were “very satisfied” with a particular non-academic service. Three-fourths or more of sophomores were either “very satisfied” or “satisfied” with *university recreation* (85.5%), *Transportation: Wolfline* (79.2%), and the *university police department* (74.6%). On the other hand, close to half of respondents said they were “dissatisfied” or “very dissatisfied” with *parking* (45.8%). In addition, over 10 percent of respondents were “dissatisfied” or “very dissatisfied” with *financial aid application/award process* (15.8%), *University housing and/or living/learning initiatives* (15.1%), *student health services* (14.9%), *financial aid disbursement process* (13.3%), and *NC State dining* (12.6%).

Ratings for quality of staff working there were consistently more favorable than the ratings given the non-academic services asked about. With one exception, close to 25 percent or more of respondents were “very satisfied” with staff in each academic service area. Students were most likely to be “very satisfied” with staff in *University Recreation* (34.2%) and *NC State Dining* (32.4%). They were least likely to be satisfied with staff working in *NC State Transportation: parking*, with just over 20 percent saying they were either “dissatisfied” (10.5%) or “very dissatisfied” (10.7%).

**Table 28: 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	3.5	14.3%	45.9%	24.0%	11.1%	4.7%	847
Financial aid: Disbursement Process	3.6	15.9%	47.4%	23.5%	10.1%	3.2%	775
Cashier/Student accounts/billing Office	3.7	15.0%	51.8%	26.4%	5.0%	1.8%	905
Registrar's Office	3.7	14.4%	51.3%	29.9%	2.9%	1.4%	789
NC State Bookstores	3.8	18.8%	55.5%	16.9%	6.8%	2.0%	1,085
Student Health Services	3.8	22.8%	49.3%	12.9%	10.3%	4.6%	929
Counseling (Personal, Interpersonal, or Psychological)	3.8	23.8%	41.4%	25.7%	5.1%	4.0%	568
University Housing and/or Living-Learning Initiatives	3.6	15.1%	50.4%	19.4%	9.5%	5.6%	996
University Recreation	4.1	29.8%	55.7%	12.6%	1.5%	0.5%	963
NC State Dining	3.7	15.1%	53.8%	18.4%	9.9%	2.7%	1,066
NC State Transportation: Wolfline	3.9	25.9%	53.3%	11.8%	5.9%	3.1%	1,052
NC State Transportation: Parking	2.8	6.9%	28.2%	19.0%	26.3%	19.5%	882
University Police Department	3.9	23.3%	51.3%	18.2%	4.3%	2.9%	725
University Tutorial Center	3.8	21.6%	50.0%	21.4%	5.0%	2.0%	640
Disability Resource Office	3.8	21.3%	41.5%	32.1%	3.7%	1.4%	352

**Table 29: 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	3.8	19.2%	53.8%	20.1%	4.8%	2.1%	666
Financial aid: Disbursement Process	3.8	19.5%	51.4%	22.9%	3.9%	2.4%	621
Cashier/Student accounts/billing Office	3.9	19.4%	53.2%	23.0%	3.3%	1.0%	695
Registrar's Office	3.9	19.5%	54.2%	24.2%	1.1%	1.0%	625
NC State Bookstores	4.1	26.1%	58.0%	13.6%	1.4%	0.9%	1,044
Student Health Services	3.9	26.7%	48.9%	14.2%	7.6%	2.5%	903
Counseling (Personal, Interpersonal, or Psychological)	3.9	29.7%	43.5%	19.9%	4.4%	2.4%	542
University Housing and/or Living-Learning Initiatives	3.8	23.2%	49.5%	16.6%	6.3%	4.4%	923
University Recreation	4.2	34.2%	53.7%	10.6%	0.9%	0.7%	907
NC State Dining	4.1	32.4%	49.3%	13.7%	2.8%	1.8%	1,035
NC State Transportation: Wolfline	4.0	29.7%	52.0%	13.2%	3.2%	1.8%	1,019
NC State Transportation: Parking	3.3	13.2%	37.6%	28.1%	10.5%	10.7%	684
University Police Department	4.0	26.4%	50.5%	17.4%	3.2%	2.6%	662
University Tutorial Center	3.9	23.6%	50.6%	20.8%	4.0%	1.2%	607
Disability Resource Office	3.8	22.0%	44.8%	29.5%	2.2%	1.4%	359

**Support for Non-Academic Crisis or Issue (Tables 30-32)**

One-in-five sophomores indicated that they had reached out to an NC State office or employee for help in navigating a non-academic crisis or issue (19.9%). A similar number indicated they had had a non-academic crisis or issue while a student at NC State, but said they had not sought out support from an NC State office or employee (19.7%). When asked why they had not done so, these students were most likely to say it was because they relied on friends or family for support with their crisis/issue (60.4%), or that they thought they could solve it on their own (54.2%). One-third of those facing a challenge said they did not know who at NC State to ask for help. However, half of those seeking help from an NC State office or employee said the office/employee provided “a great deal” of support in dealing with their crisis/issue (48.9%), and another 39 percent said they provided “some” support (39.2%)

**Table 30: Ever asked NC State unit for support when navigating a non-academic issue/crisis**

	%	N
No - never needed to	56.1%	641
No - did have an issue/crisis, but did not ask anyone at NC State for support	19.7%	225
Yes	19.9%	227
Prefer not to respond	4.3%	49
<b>Total</b>	<b>100.0%</b>	<b>1,142</b>

**Table 31: Extent to which felt supported in dealing with issue/crisis (among those who asked NC State for support: N=227)**

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
Extent to which felt supported in dealing with issue/crisis	3.3	48.9%	39.2%	8.8%	3.1%	227

**Table 32: Reasons did not ask for support from NC State (among those having had a non-academic issue/crisis who did not ask anyone at NC State for support: N = 225)**

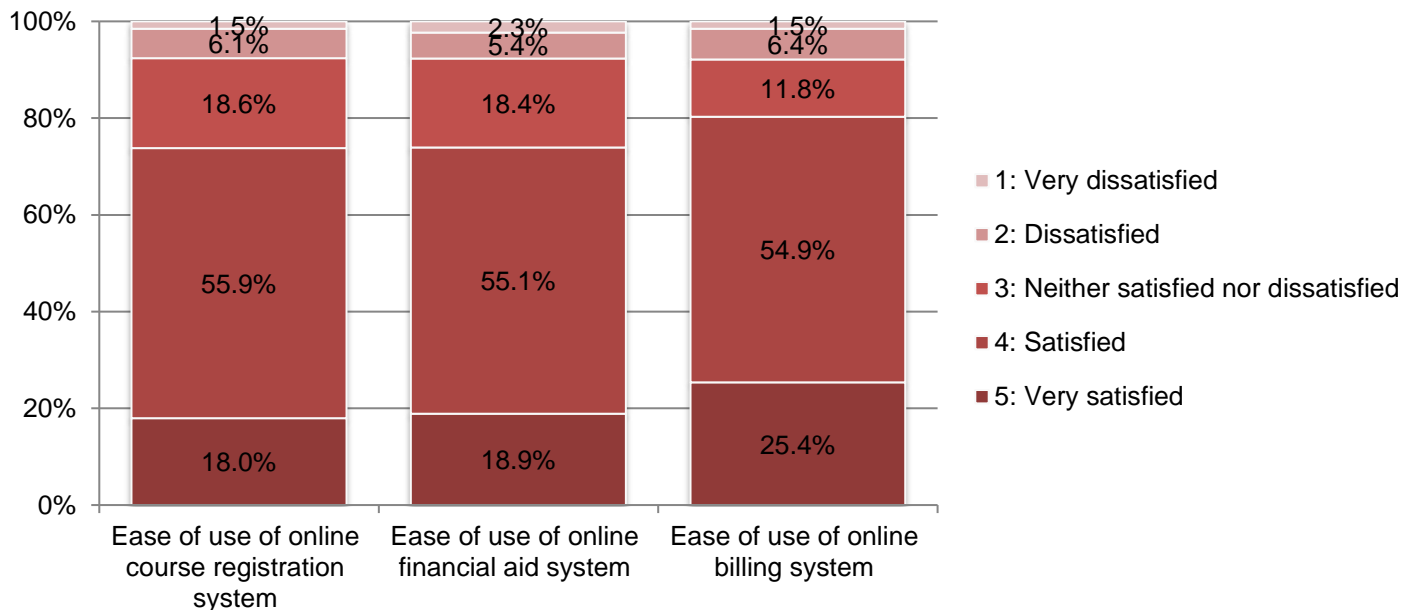
	%	N
Didn't know who to ask	33.3%	75
Was uncomfortable asking for support	43.6%	98
Sought help from someone outside NC State	37.8%	85
Relied on friends/family for support	60.4%	136
Didn't think there was anything NC State could do to help	34.2%	77
Thought I could resolve the issue/crisis on my own	54.2%	122
Other	1.8%	4

\*respondents could list more than one reason

University Online Systems (Figure 9)

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 close to three-fourths saying they were at least "satisfied" with the the *billing system* (80.3%), the *financial aid system* (75.0%), and the *course registration system* (73.9%).

**Figure 9: Satisfaction with University Online Systems**



**Financial Aid (Table 33; Figures 10-11)**

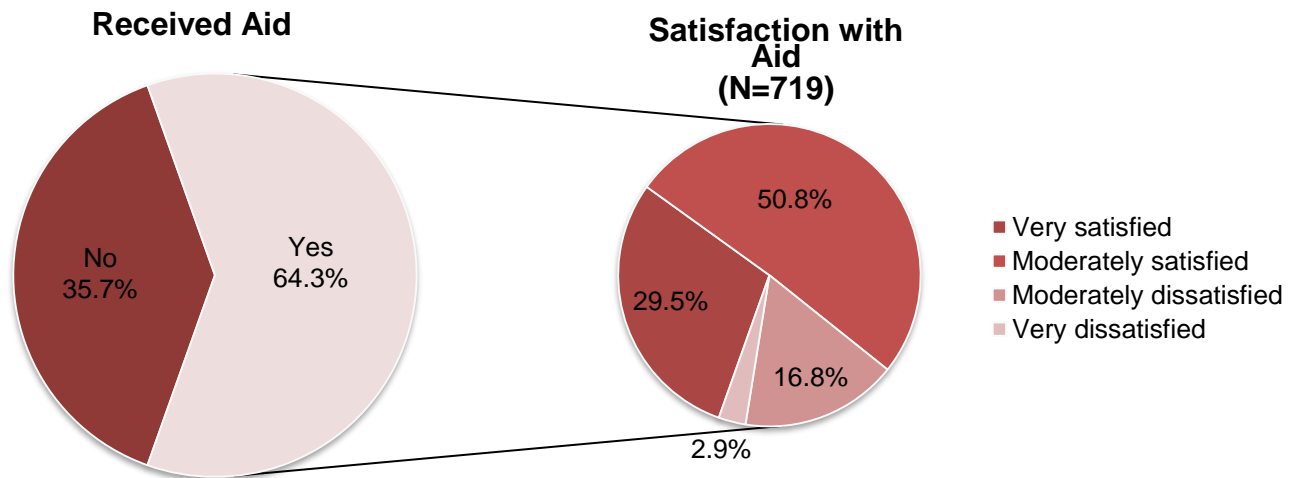
While the majority of respondents were confident they will have the financial resources to get their degree, nearly one-in-ten respondents “disagree” (7.2%) or “strongly disagree” (2.2%) that they *will have the financial resources they need to finish college*, and another 18 percent appear uncertain (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 (64.3%). Thirty percent of those receiving aid reported being “very satisfied” with their aid package (29.5%), while 20 percent were either “moderately dissatisfied” (16.8%) or “very dissatisfied” (2.9%). Large majorities of those receiving aid gave positive ratings to the customer service skills of the financial aid staff, with close to one-third or more of those respondents giving an “excellent” rating to *advisor staff* (36.5%), *reception staff* (3%), and *4.phone staff* (32.1%).

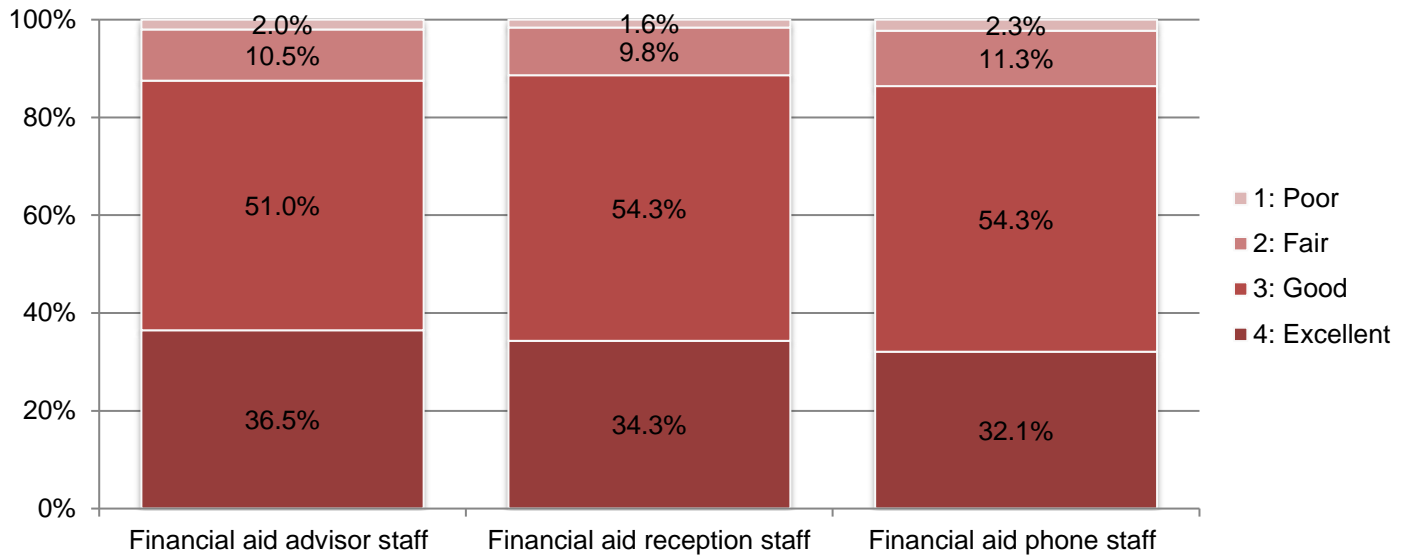
**Table 33: Financial Resources to Finish College**

	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	37.9%	35.1%	17.6%	7.2%	2.2%	1,040

**Figure 10: Satisfaction with Financial Aid Package**



**Figure 11: Customer Service Skills of Financial Aid Staff**



**Knowledge, Skills, and Personal Development (Tables 34-36)**

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 75 percent said NC State contributed “very much” or “somewhat” to all but four of the 23 general education goals asked about. Sophomores were most likely to say that NC State contributed “very much” to their *ability to use critical thinking skills* (48.2%), *ability to use technologies appropriate to their discipline* (45.7%), and *ability to plan and carry out projects independently* (45.4%).

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* (36.0%), *appreciating the humanities* (30.3%), *applying social science methods to understand human behavior* (25.1%), and *keeping my personal data and devices secure* (25.1%).



**Table 34: Contribution of Education to General Education Goals**

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Writing effectively	3.0	25.9%	53.4%	14.0%	6.6%	1,041
Speaking effectively	3.0	30.5%	46.5%	16.0%	7.0%	1,052
Listening attentively	3.2	35.9%	49.0%	10.3%	4.8%	1,057
Comprehending written and oral information	3.2	36.7%	48.0%	11.6%	3.6%	1,051
Creating/distributing info and knowl using mult communication forms	3.1	34.9%	47.1%	12.5%	5.5%	1,049
Using mathematical skills	3.2	38.8%	43.8%	12.6%	4.8%	1,060
Applying scientific methods of inquiry	3.1	33.6%	47.2%	14.0%	5.2%	1,031
Applying analytic skills	3.3	41.3%	47.5%	8.7%	2.5%	1,040
Using technology appropriate to my discipline	3.3	45.7%	44.2%	7.6%	2.5%	1,046
Using critical thinking skills	3.4	48.2%	43.2%	7.0%	1.7%	1,059
Ability to plan and carry out projects independently	3.3	45.4%	43.2%	8.8%	2.6%	1,048
Identifying a problem/concept and articulating its components	3.2	35.8%	55.1%	7.2%	1.8%	1,035
Gathering relevant information or evidence	3.3	40.6%	50.6%	6.7%	2.1%	1,040
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.3	40.6%	49.9%	7.2%	2.3%	1,032
Questioning own assumptions and considering conflicting points of view	3.2	39.8%	48.4%	8.5%	3.4%	1,041
Considering all options when problem solving, thinking through implications/consequences	3.3	39.4%	50.8%	7.6%	2.2%	1,034
Solving real world problems in ways that demonstrate imagination/creativity	3.2	36.4%	48.2%	11.4%	4.0%	1,029
Reflecting on my work	3.2	34.7%	51.1%	11.1%	3.0%	1,019
Capacity to engage with and respond to artistic works and evaluate their significance	2.7	27.0%	37.0%	19.3%	16.7%	978
Appreciating the humanities	2.9	29.0%	40.7%	19.4%	10.9%	1,010
Applying social science methods to understand human behavior	2.9	27.5%	47.3%	17.1%	8.0%	1,010
Keeping my personal data and devices secure	3.0	30.0%	45.0%	16.2%	8.9%	1,014
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.2	37.0%	46.8%	11.2%	5.1%	1,003

**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 17 items evaluating personal development. In particular, over half of respondents said that their college education contributed “very much” to *taking responsibility for their own behavior* (52.0%). More than 40 percent of sophomores said NC State

contributed “very much” to: *experiencing personal growth* (46.7%), *seeing projects through to completion* (45.2%), *valuing learning as a lifelong process* (44.2%), *believing more time and effort will lead to increased learning* (44.2%), *ability to set and accomplish goals* (43.2%), *working effectively as part of a team* (42.8%),

While ratings for NC State’s contributions to all aspects of personal development asked about were largely positive, 20 percent or more of respondents indicated that their college education contributed “very little” or “not at all” to their *being involved in public and community affairs* (25.4%), *ability to manage ongoing stressors* (22.2%), *recovering from emotional setbacks* (21.3%), and *developing and sustaining an active and healthy lifestyle* (19.9%).

**Table 35: Contribution of Education 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	3.1	31.9%	51.3%	12.4%	4.4%	1,014
Developing leadership skills	3.2	36.7%	45.8%	13.9%	3.5%	1,021
Working effectively as part of a team	3.3	42.8%	45.7%	8.6%	2.9%	1,025
Being involved in public and community affairs	3.0	27.8%	46.7%	18.8%	6.6%	1,009
Developing and sustaining an active and healthy lifestyle	3.1	34.3%	45.8%	14.1%	5.8%	1,020
Experiencing personal growth	3.3	46.7%	43.6%	7.2%	2.4%	1,023
Ability to manage ongoing stressors	3.0	30.6%	47.3%	14.1%	8.1%	1,024
Time management	3.2	38.8%	45.9%	10.3%	5.0%	1,022
Valuing learning as lifelong process	3.3	44.2%	41.8%	9.3%	4.7%	1,021
Taking responsibility for my own behavior	3.4	52.0%	38.2%	6.6%	3.2%	1,013
Viewing failure as an opportunity to learn	3.1	39.7%	41.9%	11.8%	6.6%	1,018
Believing more time and effort will lead to increased learning	3.3	44.2%	45.2%	6.9%	3.6%	1,015
Ability to set and accomplish goals	3.3	43.2%	46.6%	7.6%	2.5%	1,020
Seeing projects through to completion	3.3	45.2%	45.9%	6.4%	2.6%	1,016
Expressing my opinions when others disagree	3.1	34.0%	47.2%	13.5%	5.3%	1,013
Identifying alternatives when faced with setbacks	3.2	36.2%	51.5%	9.4%	2.9%	1,011
Recovering from emotional setbacks	3.0	32.7%	45.9%	13.7%	7.6%	999

### World View Goals

Sophomores were asked about the contribution of their college education to the development of their world view. Three-fourths or more said that NC State has contributed “very much” or “somewhat” to their development of each of the eight specific world view goals asked about. Respondents were most likely to say their education contributed “very much” or “somewhat” to their *ability to work with people from diverse backgrounds* (89.1%) and *understanding and respecting diverse cultures, values and perspectives* (86.1%). Respondents were less likely to say their college education contributed “very much” or “somewhat” to *appreciating differences in sexual orientation*, with one-fifth saying said their education contributed “very little” or “not at all” (20.6%) to this goal.

**Table 36: Contribution of Education 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	3.2	34.8%	50.6%	10.5%	4.0%	1,005
Understanding and respecting diverse cultures, values, and perspectives	3.2	41.8%	44.3%	10.4%	3.6%	1,001
Ability to work with people from diverse backgrounds	3.3	45.9%	43.2%	8.1%	2.8%	1,000
Sensitivity to issues associated with racial equity	3.2	38.4%	45.5%	10.7%	5.4%	995
Sensitivity to issues associated with gender equity	3.1	38.1%	43.5%	11.2%	7.2%	987
Appreciating differences in sexual orientation	3.1	37.7%	41.6%	11.9%	8.7%	983
Understanding the present as it relates to history	3.1	35.2%	47.3%	12.8%	4.7%	995
Understanding human problems through a global perspective	3.2	37.8%	47.3%	10.4%	4.5%	992

**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 37; Figures 12-13)

Just over half of the sophomore respondents reported being employed during the 2018-2019 academic year (51.8%). Employed respondents were slightly more likely to say they worked *off campus only* (44.2%) than *on campus only* (42.0%), with the remaining saying they worked *both on and off campus* (13.8%). Respondents who worked off campus reported working more hours per week than did those working on campus. For example, 18 percent of those working off campus said they worked 20 or more hours per week (17.9%), compared to just 7 percent of those working on campus (6.8%). While over 40 percent of employed respondents believed that their job “does not interfere with their schoolwork” (43.9%), half said it takes “some time” (49.5%) away from their school work, and 7 percent say their job takes “a lot of time” away from their school work (6.7%).

Figure 12: Employment During Academic Year

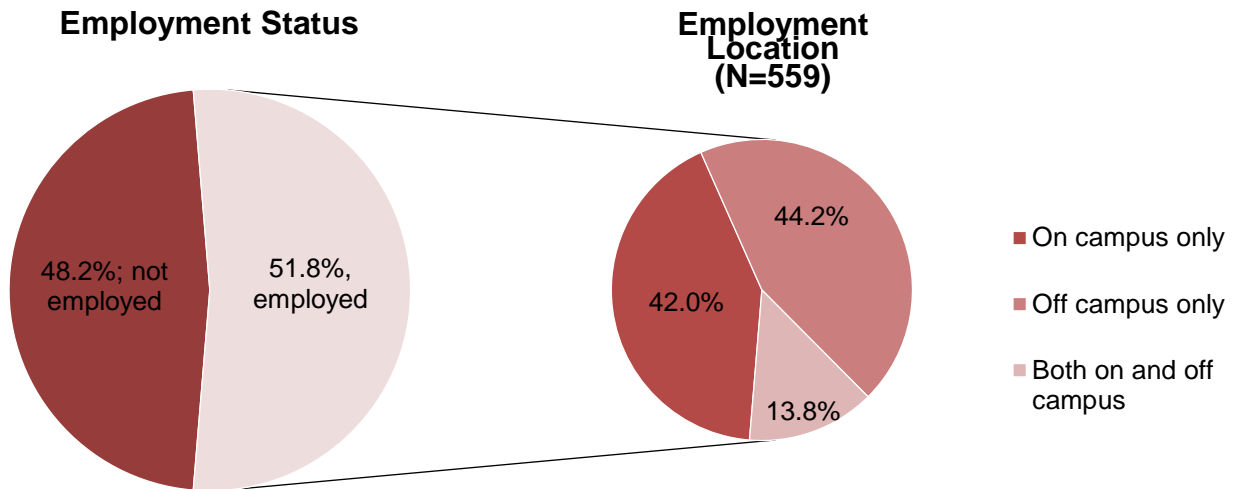
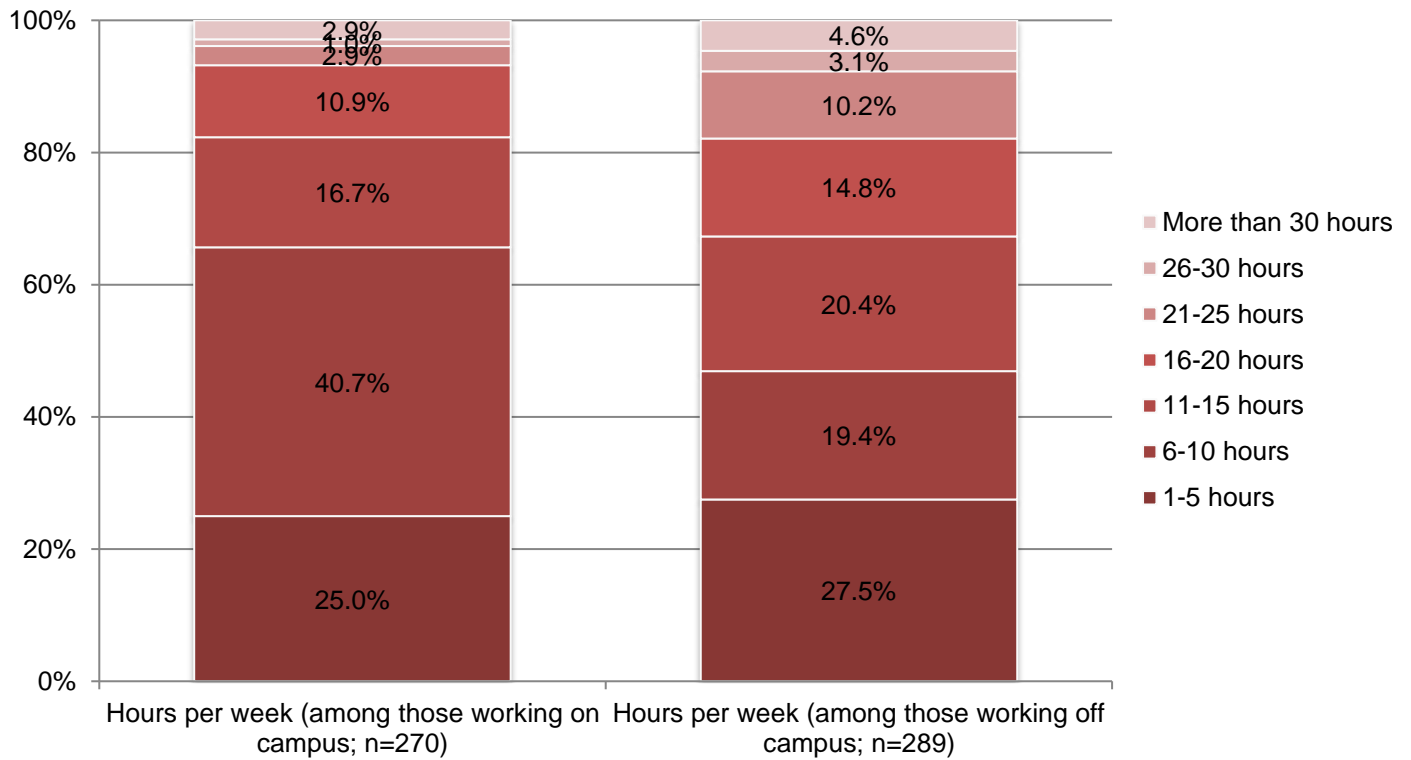


Figure 13: Number of Hours Worked (among employed respondents)



**Table 37: Impact of Job on School Work (among employed respondents)**

	%	N
My job takes a lot of time away from my school work.	6.6%	37
My job takes some time away from my school work.	49.5%	276
My job does not interfere with my school work.	43.9%	245
<b>Total</b>	100.0%	558

Involvement in Campus Activities (Tables 38-42)

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* (45.2%), and *intramural/recreational sports/club teams* (35.5%).

Sophomores were also asked how often they participated in various campus groups or organizations/programs. Three-fourths said that they had attended *workshops, seminars, speakers, etc. outside of class* (75.1%) and two-thirds had participated in *community service/volunteer work* (67.2%) at least once. Respondents were least likely to have ever participated in *co-curricular activities* or *multicultural/diversity events/programs*, with 51 percent and 50 percent, respectively, saying they had never participated in these activities at NC State. However, 17 percent of respondents also said they participated in co-curricular activities “one or more times a week” (17.3%). 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. Of the activities asked about, sophomores were most likely to report participating in *intramural activities* on a regular basis, with 20 percent doing so at least once per week.

**Table 38: Involvement in Campus Groups/Organizations/Programs\***

	%	N
Academic scholarship program (Caldwell, Park, Goodnight, etc.)	4.8%	54
GLBT Community Alliance	3.0%	33
Inter-Residence Council, Hall/Area Council, National Residence Hall Honorary, Living-Learning Village Council	8.5%	95
Intramural/rec sports/club team	35.5%	396
Minority student organizations	8.1%	90
Org/club related to major	45.2%	504
Political/issue organizations	4.6%	51
Religious groups	17.4%	194
ROTC	1.5%	17
Service organizations	12.0%	134
Social fraternity/sorority	16.0%	179
Student Government	2.3%	26
Student Media/Publications	3.1%	35
Union Activities Board organizations	3.8%	42
University Honors Program	4.6%	51
University Scholars Program	9.4%	105
Varsity athletic teams	3.2%	36
Visual/performing arts/music organizations	8.5%	95

\*respondents could select multiple programs/organizations

**Table 39: 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	4.6%	11.3%	14.3%	18.0%	26.8%	24.9%	1,088
University sponsored art events	2.6%	6.1%	8.6%	16.1%	26.4%	40.3%	1,085
Multicultural/diversity events/programs	2.3%	6.1%	6.6%	11.7%	22.8%	50.5%	1,083
Community service/volunteer work	4.7%	9.3%	10.1%	19.5%	23.6%	32.8%	1,087
Intramural activities	20.0%	12.8%	5.1%	8.4%	10.7%	43.1%	1,086
Co-curricular activities	17.3%	8.0%	6.4%	7.5%	9.5%	51.3%	1,083
Intercollegiate athletic events	11.1%	19.5%	10.5%	10.2%	10.2%	38.5%	1,083

More than 85 percent of sophomore respondents report participating in community service during their time as a student at NC State (87.5%). Students were most likely to report participating in community service sponsored by an *NC State club* (65.9%), the *University* (59.8%), or an *academic college, department, or course* (45.7%). Of students who participated in community service, 80 percent indicated that the experience contributed “very much” (29.2%) or “somewhat” (51.3%) to their personal and professional growth.

**Table 40: Participation in Community Service, by Sponsor\***

	%	N
The University (e.g., Blood Drive, Packapalooza, etc.)	59.8%	667
An NC State club or organization	65.9%	735
Greek Life or fraternity/sorority	20.9%	233
An NC State program (e.g., Honors Program, Scholars Program)	17.9%	200
An NC State academic college, department, or course	45.7%	510
A non-academic center, unit, etc. (e.g., CSLEPS, GLBT Center, Multicultural Student Affairs, etc.)	15.5%	173
Participated in a community service project but don't know/remember who sponsored it	15.0%	167

\*respondents could select more than one sponsor

**Table 41: Contribution of Community Service Experiences to Growth**

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Community service contribution to personal/professional growth	3.0	29.2%	51.3%	13.6%	5.9%	977

Sophomores were largely satisfied with a variety of opportunities for involvement on campus. Over two-thirds of respondents reported being either “very satisfied” or “satisfied” with *opportunities on campus to interact with/learn from diverse people* (72.2%), *opportunities on campus to develop leadership skills* (69.0%), *the ease with which one can get involved in campus organizations* (68.8%), and *opportunities for community service/volunteer work* (68.3%). Compared to other opportunities, respondents were less likely to have said they were either “very satisfied” or “satisfied” with *weekend activities on campus* (54.5%).

**Table 42: 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	3.5	13.4%	41.3%	33.7%	9.9%	1.7%	1,088
The ease with which I can get involved in campus organizations	3.8	18.8%	50.0%	23.9%	6.2%	1.1%	1,088
Opportunities on campus to interact with/learn from diverse people	3.9	21.3%	50.9%	23.0%	4.1%	0.7%	1,085
Opportunities on campus to develop leadership skills	3.8	18.6%	50.4%	26.5%	3.6%	0.8%	1,085
Opportunities for community service/volunteer work	3.8	19.3%	49.0%	26.3%	5.0%	0.5%	1,085

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