

NC STATE UNIVERSITY

2022 Sophomore Survey Overall Results

Introduction

This overview report presents findings from all sophomore students participating in the 2022 Sophomore Survey. For information about the survey methods and analyses, as well as a copy of the survey instrument with exact wording, see “[2022 Sophomore Survey: Table of Contents](#).” Additionally, there is an [interactive dashboard](#) with breakouts by race, gender, and college.

General Satisfaction

Satisfaction with NC State (Table 1)

Sophomores’ overall satisfaction with NC State is high. Nearly 90 percent of respondents “strongly agree” (52.7%) or “agree” (31.6%) they are *confident they made the right decision to attend NC State*. 85 percent of sophomore respondents *believe they were academically prepared to attend NC State* (85.0%). Further, 80 percent of respondents said they “strongly agree” or “agree” they *would still choose NC State if starting over* (79.7%) and almost three-fourths *feel like they belong at NC State* (74.3%).

Table 1: Satisfaction with NC State

	Mean Rating	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Total (N)
I am confident that I made the right decision to attend NC State	4.3	52.7%	31.6%	12.5%	2.5%	0.7%	569
I believe I was academically prepared to attend NC State	4.3	52.4%	32.6%	8.1%	5.5%	1.4%	567
I would still choose to attend NC State if starting over	4.2	50.4%	29.3%	14.6%	4.6%	1.1%	569
I feel I belong at NC State	4.0	42.4%	31.9%	16.4%	6.9%	2.5%	568

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

Ninety-four percent of respondents (93.9%) said they plan to complete their degree at NC State. Forty percent (39.8%) of the sophomore respondents, however, reported that they have considered withdrawing or transferring from NC State, with ten percent “seriously considering” doing so (10.4%) and a small handful actually leaving NC State and then coming back (1.2%).

Potential and actual “leavers” were asked to describe in their own words their reason(s) for thinking about leaving. Twenty percent of them mentioned something related to *academic program or curriculum* (21.2%) — either dissatisfaction with a curriculum or program at NC State, or desiring one that is not offered at NC State (e.g., Nursing). Seventeen percent of those who said they considered leaving cited *personal reasons* (e.g., homesick, roommate issues) and 13 percent said *financial concerns* (13.3%) made them think about leaving. A sizeable number of those who said they had considered leaving or had actually left indicated it was for reasons related to their *physical health* (9.1%) or *mental health* (7.5%).

Table 2: Educational Plans

	%	N
Expect to be continually enrolled at NC State until graduation	93.9%	535
Expect to transfer to another college or university in order to pursue desired major	1.6%	9
Expect to graduate from NC State, but take time off between semesters	1.2%	7
Expect to transfer to another college or university for reasons unrelated to major	0.5%	3
Not sure about educational plans at this point	2.8%	16
Total	100.0%	570

Table 3: Considered leaving NC State before graduating

	%	N
No	60.2%	343
Yes, but not very seriously	28.2%	161
Yes, I seriously considered it	10.4%	59
Yes, I left and came back	1.2%	7
Total	100.0%	570

Table 4: Reasons for considering leaving NC State (among those who considered leaving or left and returned, n=241)*

	%	N
Academic Program/Curriculum	21.2%	51
Personal Reasons	17.0%	41
Financial Concerns	13.3%	32
Health	9.1%	22
Mental Health	7.5%	18
Campus Life	6.6%	16
Covid-19 Pandemic	6.6%	16
Preference for Another Institution	5.4%	13
Class Environment	3.7%	9
Location	3.7%	9
Diversity Issues	2.9%	7
Academic Performance	1.7%	4
Advising	0.8%	2
Non-academic Opportunities	0.4%	1

**respondents could list more than one reason*

Academic Environment and Faculty Contributions

Academic Environment (Tables 5-6)

Ratings on all items related to the academic environment at NC State were overwhelmingly positive. Overall, 95 percent of respondents characterized the learning environment on NC State's campus as "very strong" (28.0%) or "strong" (67.3%). More than one-third of sophomore "strongly agree" that that their *experiences at NC State have stimulated interest in an intended field of study* (35.5%). More than one-fourth of sophomore "strongly agree" that they *are able to freely explore academic interests at NC State* (26.6%), *they are encouraged to ask questions* (25.7%), *they consider what they have been learning in their classes is valuable* (25.3), and that *students are invited to share their ideas and knowledge* (23.8%). Students were relatively less likely to "strongly agree" that *students at NC State are given meaningful answers to questions they ask* (17.7%). 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	3.2	28.0%	67.3%	4.5%	0.1%	685

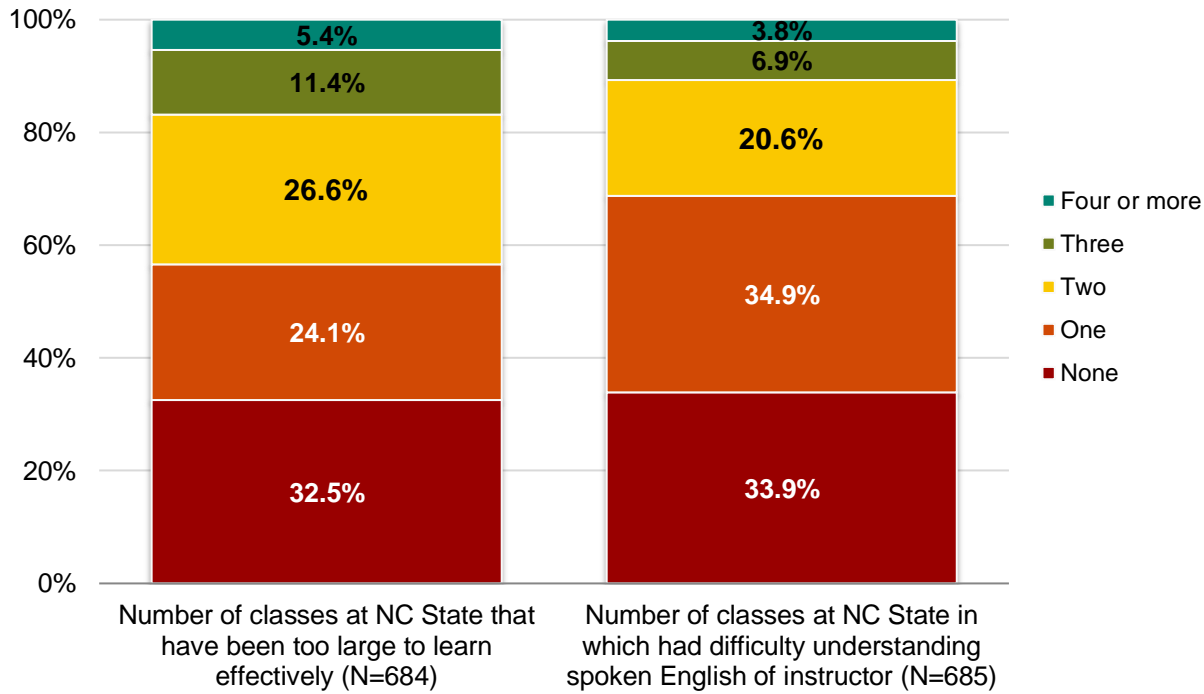
Table 6: Academic Experiences

	Mean Rating	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Total (N)
My experiences at NC State have stimulated interest in an intended field of study	4.1	35.5%	48.8%	10.8%	4.2%	0.7%	685
I consider what I have been learning in my classes valuable	4.1	25.3%	60.7%	10.2%	3.2%	0.6%	685
Students at NC State are encouraged to ask questions	4.0	25.7%	56.5%	15.3%	2.0%	0.4%	685
At NC State, students are invited to share their ideas and knowledge	4.0	23.8%	58.2%	15.2%	2.2%	0.6%	685
I am able to freely explore academic interests at NC State	3.9	26.6%	49.3%	16.6%	5.8%	1.6%	685
Students at NC State are given meaningful answers to the questions they ask	3.8	17.7%	53.4%	23.2%	4.8%	0.9%	685

Classroom Environment (Figure 1)

More than two-thirds of respondents reported that during their time at NC State they have had at least one *class that was too large to learn effectively* (67.5%) with 50 percent indicating that either one (24.1%) or two of their classes (26.6%) were too large to learn effectively. Two-thirds reported having had one or more class in which they had *difficulty understanding the spoken English of the instructor* (66.2%).

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” (13.9%) or “satisfied” (62.5%) with *instructors 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 22 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* (22.2%).

Seventy percent or more of respondents said they were either “very satisfied” or “satisfied” with instructors’ ability to *carefully explain performance expectations* (81.1%), their ability to *effectively use instructional technology in teaching/learning activities* (78.8%), and their *ability to motivate me to do my best* (70.2%). Respondents were most likely to report being dissatisfied with the *extent to which instructors considered different learning styles*, with about 20 percent saying they were either “dissatisfied” (18.8%) or “very dissatisfied” (2.5%).

Table 7: Satisfaction with Instructors

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Their ability to motivate me to do my best	3.8	12.4%	57.8%	23.5%	5.1%	1.2%	685
Carefully explain their performance expectations	4.0	18.4%	62.7%	14.6%	3.9%	0.3%	684
How well they explain course material	3.7	10.4%	58.6%	23.0%	7.3%	0.7%	684
Extent to which they encourage class discussion	3.8	17.1%	50.4%	25.7%	5.8%	1.0%	685
How effectively they use instructional tech in teaching/learning activities	3.9	22.2%	56.6%	15.8%	4.2%	1.2%	684
How quickly they provide feedback on my work	3.5	10.9%	48.8%	26.3%	12.1%	1.9%	685
Helpfulness of their feedback on my work	3.6	13.7%	46.3%	28.3%	9.5%	2.2%	685
Extent to which they consider different learning styles	3.3	10.8%	33.6%	34.3%	18.8%	2.5%	685
Overall satisfaction w/ instructors	3.8	13.9%	62.5%	18.5%	4.1%	1.0%	685

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* (32.6%), followed by having *met regularly with faculty for professional guidance/support* (18.7%). About one-in-ten respondents indicated they had *worked with faculty on a campus activity* (11.4%) and had *routine non-academic guidance from faculty* (10.5%). Sophomores were least likely to report having *worked on a research project with faculty* (5.4%), *worked on an independent study project with faculty* (3.6%), *worked on an extension/public service project* (3.4%), or *assisted in teaching a class/lab* (2.9%).

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” to all but one faculty-student experience. 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 *routine professional guidance from faculty* (46.1%), *routine non-academic guidance from faculty* (44.4%), *routine academic guidance from faculty* (42.2%), and *assisting in teaching a class/lab* (40.0%).

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

Faculty-student mentoring experiences	Yes, had experience		Contribution to personal/professional growth (among those with experience)				
	%	N	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all
Independent study project with faculty	3.6%	25	3.0	16.0%	64.0%	20.0%	0.0%
Research project with faculty	5.4%	37	2.9	32.4%	37.8%	13.5%	16.2%
Extension/public service project with faculty	3.4%	23	2.8	26.1%	39.1%	21.7%	13.0%
Assisted in teaching class/lab	2.9%	20	3.4	40.0%	60.0%	0.0%	0.0%
Routine academic guidance from faculty	32.6%	223	3.2	42.2%	40.4%	14.3%	3.1%
Routine professional guidance/support from faculty	18.7%	128	3.3	46.1%	37.5%	14.1%	2.3%
Routine non-academic guidance from faculty	10.5%	72	3.1	44.4%	33.3%	13.9%	8.3%
Worked with faculty on campus activities	11.4%	78	3.2	38.5%	42.3%	15.4%	3.8%

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

A majority of sophomores (54.1%) said their primary source of academic advising is “a professional advisor in my department or college,” while one-fourth (24.9%) 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 from NC State’s Virtual Advising Center (12.5%) or a “centralized or campus-wide advising service” (3.7%).

Table 10 displays the distribution of types of advising by college. Students in College of Education and those in University College were most likely to have said they have a professional advisor (71.4% and 70.3%, respectively). Students in the College of Natural Resources and College of Agriculture and Life Sciences were most likely to report having a faculty member in their department as an advisor (33.3% and 32.8%, respectively).

Table 9: Primary Source for Academic Advising

	%	N
Professional advisor in my department or college	54.1%	367
Faculty member in my department	24.9%	169
NC State provided web-based advising site (i.e., Virtual Advising Center)	12.5%	85
Centralized or campus-wide advising service (with face-to-face contact)	3.7%	25
Other	4.9%	33
Total	100.0%	679

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	32.8%	47.8%	19.4%	67
Design	20.0%	50.0%	30.0%	10
CED	14.3%	71.4%	14.3%	14
COE	28.2%	51.6%	20.2%	213
CNR	33.3%	50.0%	16.7%	36
HSS	19.5%	59.3%	21.2%	113
COS	30.5%	50.5%	18.9%	95
TEX	30.0%	65.0%	5.0%	20
PCOM	13.5%	51.4%	35.1%	74
UC	10.8%	70.3%	18.9%	37
Total	24.9%	54.1%	21.1%	679

Respondents rated their satisfaction with several aspects of academic advising. Close to 70 percent of respondents stated they were either “very satisfied” (28.4%) or “satisfied” (40.4%) with *academic advising overall*, and over 75 percent said they “strongly agree” (23.8%) or “agree” (52.7%) 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 48 percent of respondents indicated they were at least “satisfied,” and in no case did more than 16 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* (33.1%), their *advisor’s help in understanding degree requirements for their current major or major of interest* (32.2%), the *accessibility of their primary advisor* (31.3%), and their *advisor providing information on whom to contact to get help with academic problems* (29.2%).

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* (16.1%), their *advisor helping them get familiar with academic programs of interest* (15.0%), and their *advisor’s knowledge about post-graduations options, such as graduate school and employment* (15.0%).

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	3.9	31.3%	43.0%	15.4%	8.2%	2.1%	674
Advisor spending sufficient time with me	3.7	26.0%	38.3%	22.6%	10.7%	2.5%	674
Advisor's concern with my academic success	3.8	28.0%	36.9%	23.4%	8.6%	3.0%	674
Advisor talking with me about my academic progress	3.8	28.5%	37.6%	22.5%	8.3%	3.1%	671
Advisor helping me to understand campus policies and procedures	3.7	22.7%	39.0%	26.7%	8.9%	2.7%	674
Advisor helping me get familiar with academic programs of interest	3.7	25.1%	38.1%	21.8%	10.8%	4.2%	674
Advisor helping me understand degree requirements for current major/major of interest	3.9	32.2%	40.8%	15.3%	8.9%	2.8%	674
Advisor's knowledge about general education and other degree requirements	4.0	33.1%	42.3%	17.5%	6.2%	0.9%	662
Advisor providing info on whom to contact to help with academic problems	3.9	29.2%	41.7%	20.6%	7.1%	1.4%	660
Advisor providing info on whom to contact to help with non-academic problems	3.7	23.4%	35.4%	32.4%	7.0%	1.8%	661
Advisor helping me think about post-graduation options (e.g., employment, graduate school)	3.5	20.1%	28.2%	36.7%	12.1%	2.9%	662
Advisor helping me think about co-ops, internships, etc. to gain work-related experience	3.5	19.5%	29.5%	34.9%	11.9%	4.2%	662
Advisor helping me to understand a clear path to achieve my career goals	3.6	20.8%	32.9%	32.5%	10.5%	3.3%	659
Academic advising overall	3.8	28.4%	40.4%	18.8%	9.4%	2.9%	658

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)
I had access to academic advising services that enabled me to progress towards my degree	3.9	23.8%	52.7%	17.0%	5.0%	1.5%	681

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 three-fourths of those with professional advisors

(75.2%) and almost two thirds of those with faculty advisors (63.5%) said they were “satisfied” with *advising overall*. In contrast, those who had other sources of advising were more likely to be “dissatisfied” with *advising overall* (20.7%). In Figure 2, we show those the aspects of advising with the largest differences in satisfaction, by type of advisor. In no case did 20 percent of respondents with a faculty member or professional advisor say they were dissatisfied with any aspect of advising; however, as seen in Figure 3, there were six areas where 20 percent or more of respondents with neither a professional advisor nor a faculty advisor reported being either “dissatisfied” or “very dissatisfied” with six of the 13 aspects of advising asked about — *advisor helping me understand degree requirements*; *advisor spending sufficient time with me*; *advisor helping me get familiar with academic programs of interest*; *advisor helping me think about co-ops, internships, etc.*; *advisor’s knowledge about post-graduation employment options*; and *academic advising overall*.

Figure 2: Satisfaction with Advising, by Type of Advisor

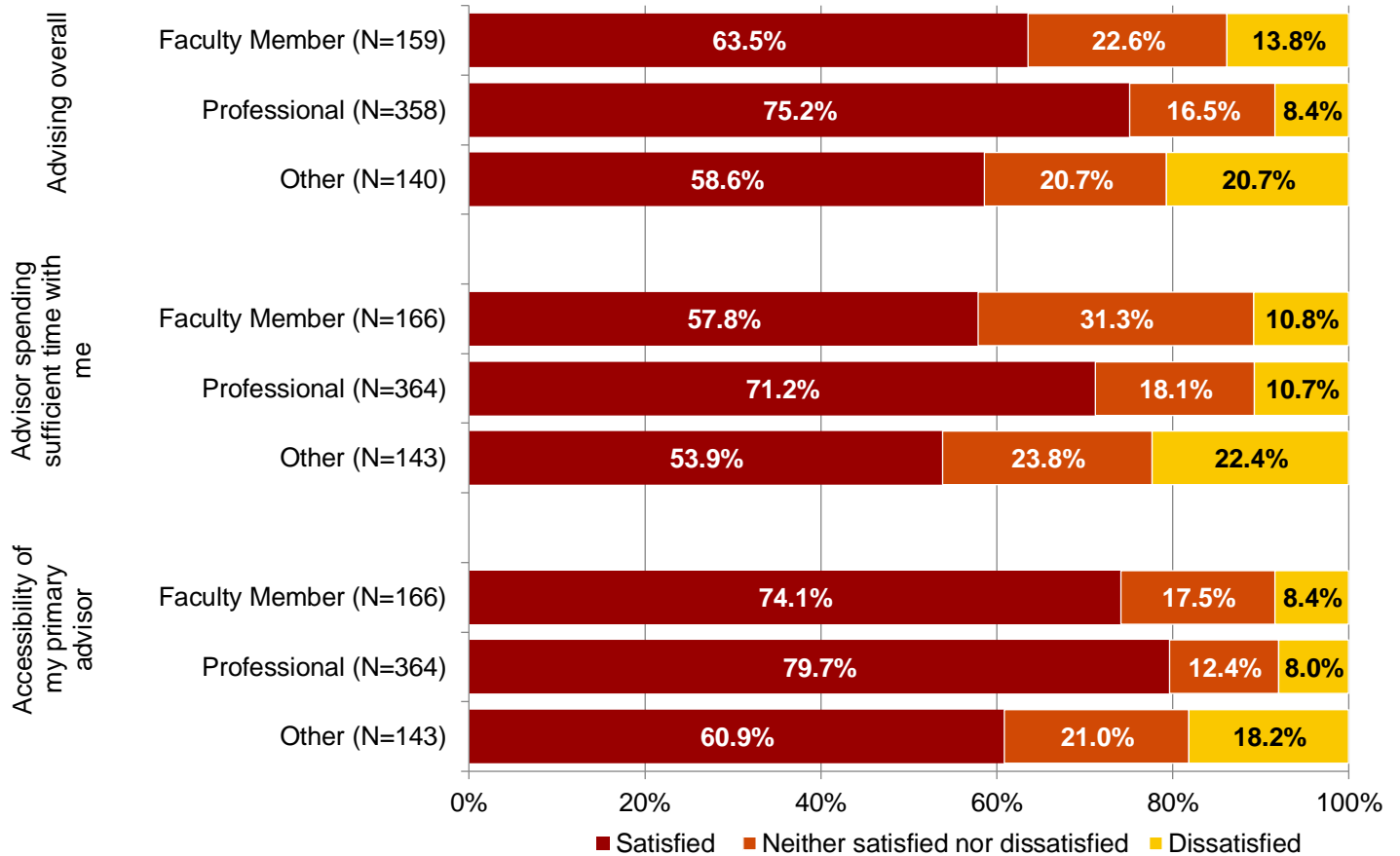
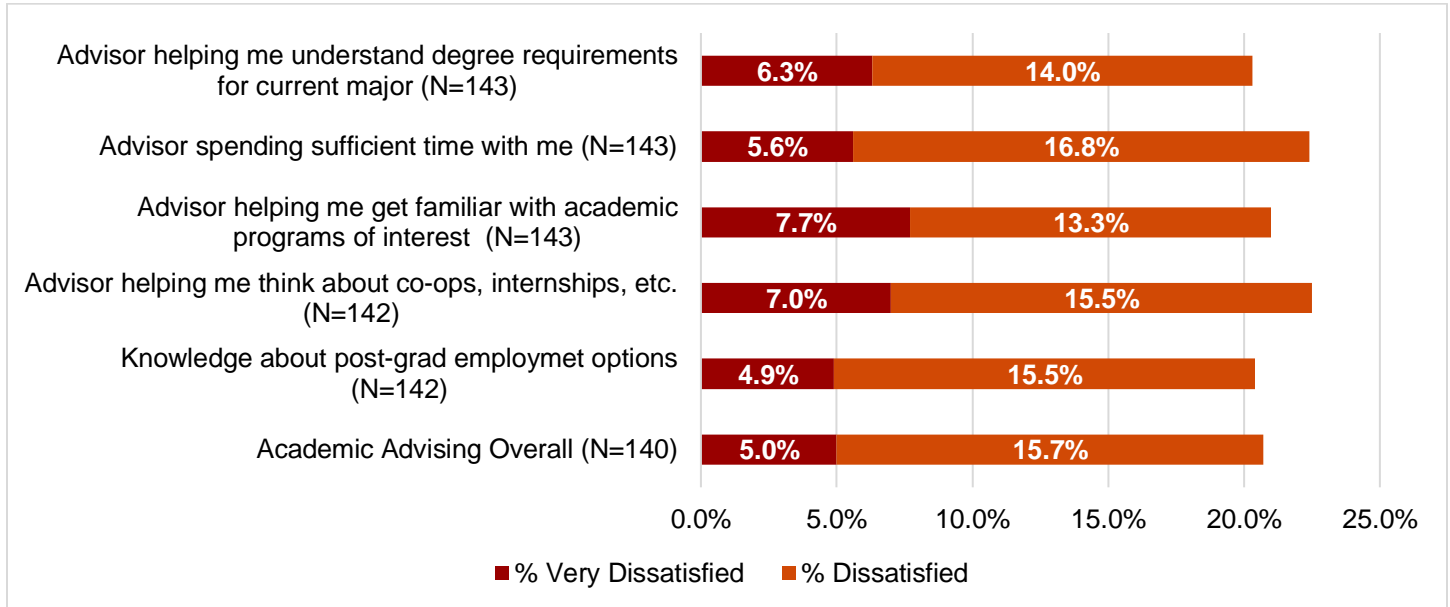


Figure 3: Dissatisfaction among Students with “Other” Type of Advisor (i.e., neither faculty member nor professional advisor)



Campus Climate and Safety

Diversity at NC State (Figures 4-5)

Respondents overall were generally satisfied with issues related to diversity at NC State. Forty-four percent (44.2%) of students “strongly agree” and another 50 percent “agree” (50.4%) that *NC State is committed to helping minorities succeed*. However, as seen in Figure 5, agreement varies by race/ethnicity, with 96 percent of White students (95.7%) compared to 79 percent of Black students (78.6%) saying they “agree” that *NC State is committed to helping minorities succeed*.

Eighty-five 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* (39.1% “strongly agree” and 45.7% “agree”). As seen in Figure 5, agreement again varies by race/ethnicity, with 68 percent of Black students saying they “agree” that *NC State has visible leadership from the Chancellor/other administrators to foster diversity on campus*, compared to 85 percent or more of students from other races/ethnicities.

Figure 4: Perceptions of Support for Diversity at NC State

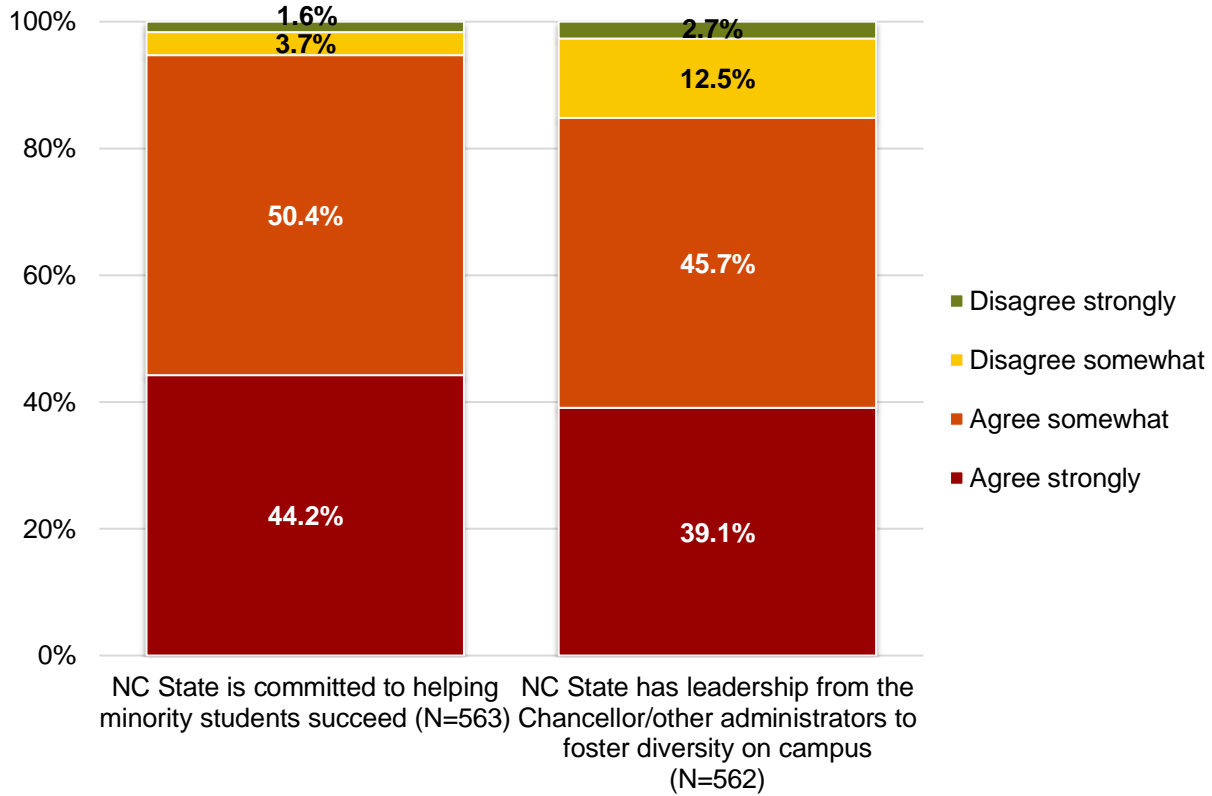
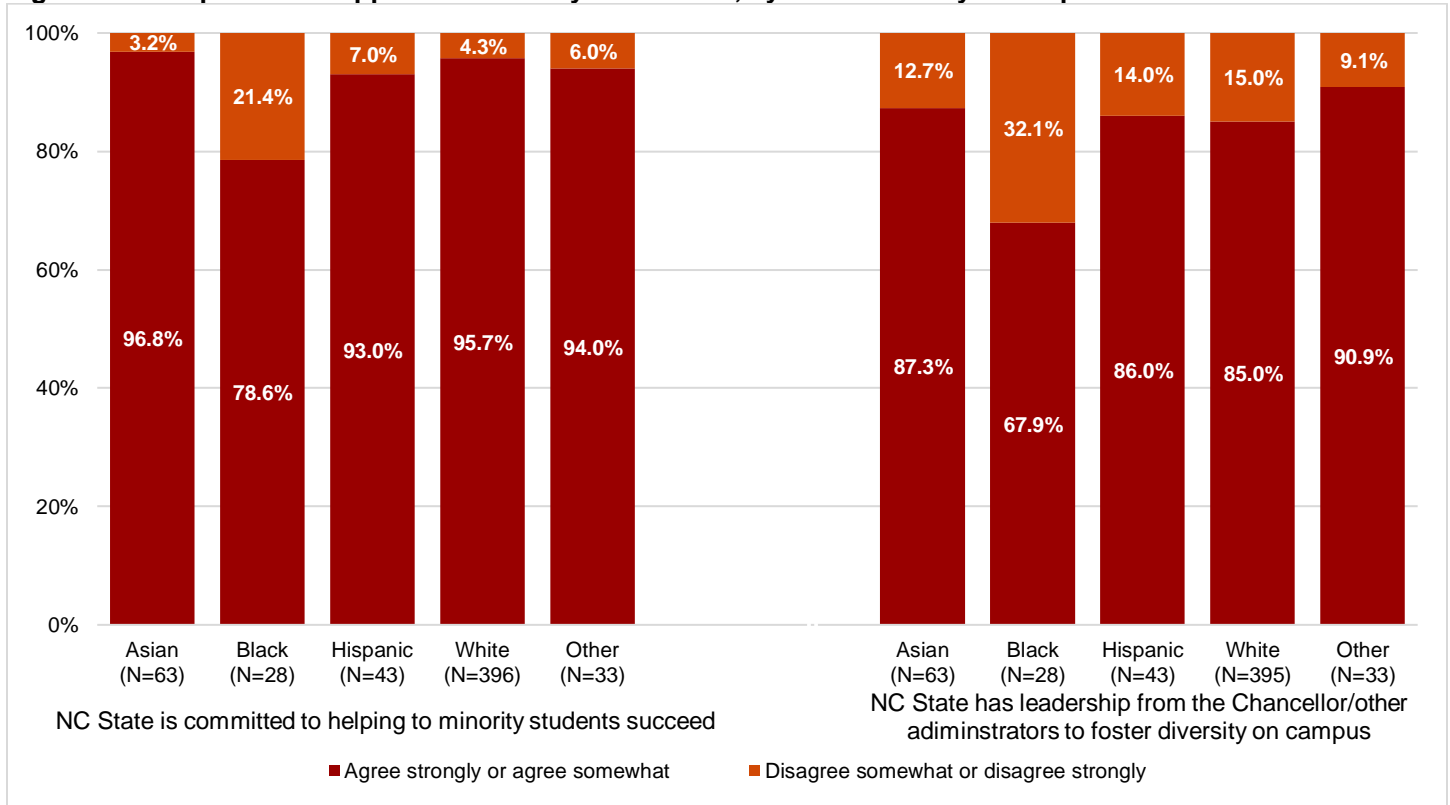


Figure 5: Perceptions of Support for Diversity at NC State, by Race/Ethnicity of Respondent



Campus Climate for Different Groups of Students (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 American students*, *students with disabilities*). Thirty-five 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 *men* (46.3%), and least likely to be “strongly supportive” of *students with disabilities* (34.9%) and *transgender students* (35.5%). Members of the group in question are typically more likely than non-members to be non-supportive towards their group. For example, as seen in Figure 6, GLBTA+ identifying students were more likely to report viewing the campus as non-supportive for GLB students (5.4%) as compared to straight-identifying students (4.3%), and GLBTA+ identifying students were more likely to view the campus as non-support for transgender students (18.2%) as compared to straight-identifying students (5.4%).

As seen in Figure 7, there was a disparity between African American respondents and White respondents in their perceptions of campus support for *African American students*. Almost half of White respondents said that the campus was “strongly supportive” of *African American students* (43.9%) compared to 30 percent of African American respondents (30.0%). African American respondents were five times more likely than white respondents to say the campus was “mildly non-supportive” or “strongly non-supportive” of *African American students* (26.6% vs. 5.3%, respectively).

Table 13: Perceptions of Campus Climate for Groups on Campus

Campus support for:	Mean Rating	5: Strongly supportive	4: Mildly supportive	3: Neutral	2: Mildly nonsupportive	1: Strongly nonsupportive	Total (N)
Women	4.2	45.3%	36.1%	15.0%	2.5%	1.1%	565
Men	4.1	46.3%	25.5%	23.4%	3.2%	1.6%	564
African American students	4.1	43.0%	30.2%	19.7%	5.7%	1.4%	563
Other racial/ethnic minorities	4.1	40.7%	31.8%	22.0%	4.3%	1.2%	563
International students	4.0	40.1%	31.2%	23.4%	3.7%	1.6%	561
Students with disabilities	3.9	34.9%	29.0%	28.5%	6.0%	1.6%	562
Gay, lesbian, and bisexual students	4.1	40.6%	33.7%	21.2%	3.0%	1.4%	561
Transgender students	3.9	35.5%	29.1%	27.3%	5.9%	2.1%	560

Figure 6: Perceptions of Campus Climate for GLBT Students; by GLBTA+ Status of Respondent

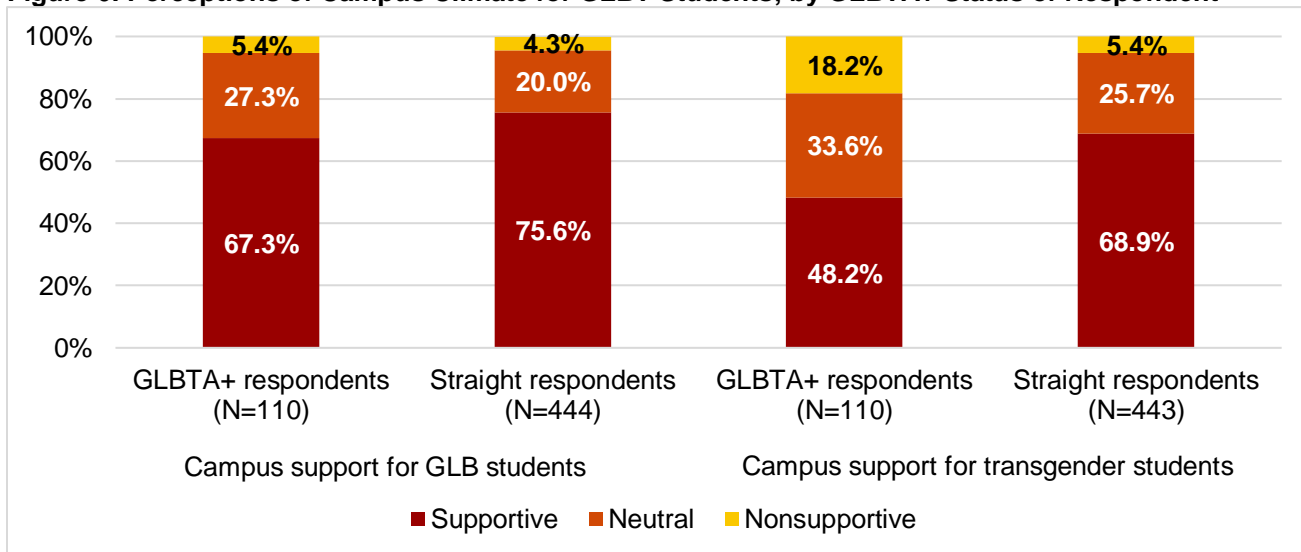
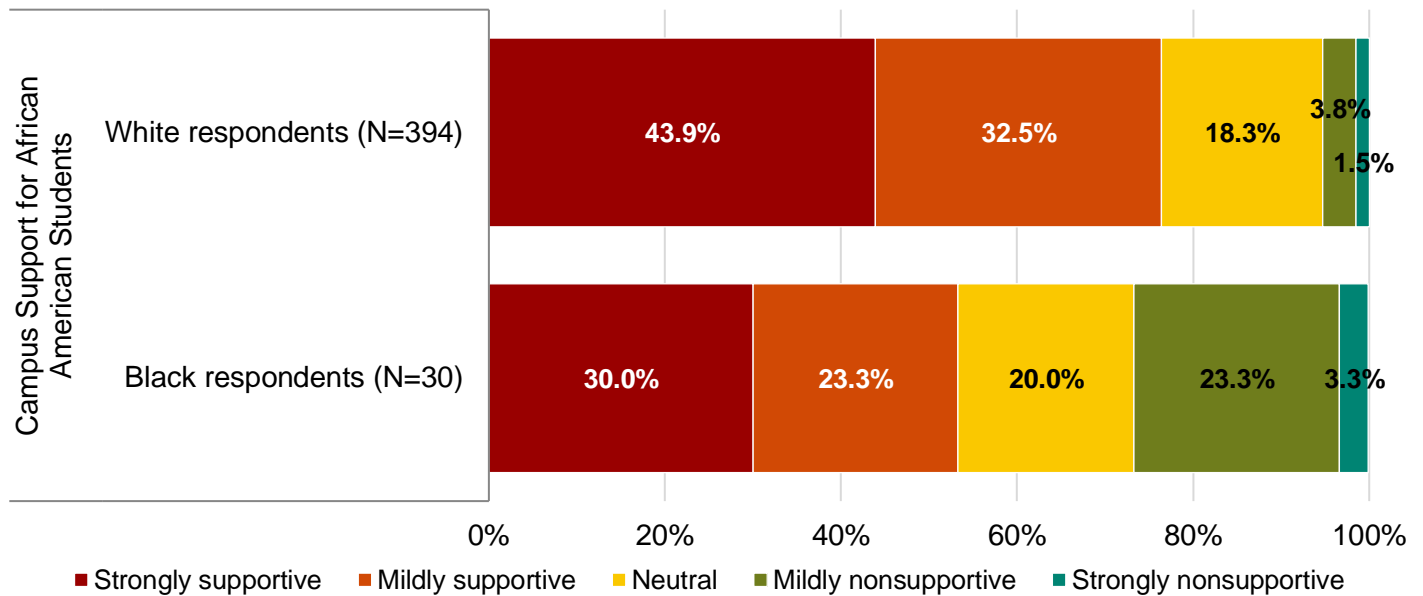


Figure 7: Perceptions of Campus Climate for African American Students; by Race/Ethnicity of Respondent



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. Almost three-fourths say it is “very important” to them to experience a sense of belonging to *small groups* (72.7%). They are next most likely to say it is very important to have a sense of belonging in their *academic major or college* (55.8%), followed by *NC State overall* (47.4%), and lastly to *formal organizations* (43.7%). Nineteen percent of respondents say it is “slightly” or “not at all important” to experience a sense of belonging to *formal organizations* (14.8% and 4.2%, respectively).

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 groups* (54.3%). Two thirds experience a sense of belonging to *NC State overall* (31.3% “a great deal” of belonging and 43.8% experience “some” sense of belonging). 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” (35.5% and 28.0%, respectively).

Tables 16 through 19 compare how important sophomores say it is for them to experience a sense of belonging to the various communities and 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 (66.9%). 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” (52.8% and 52.4%, 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” (20.0%).

Table 14: Importance of Sense of Belonging

With:	Mean Rating	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	Total (N)
NC State overall	3.3	47.4%	40.6%	9.9%	2.1%	567
Formal organizations	3.2	43.7%	37.2%	14.8%	4.2%	567
Academic college or major	3.5	55.8%	37.5%	5.3%	1.4%	565
Small groups (e.g., with friends) at NC State	3.7	72.7%	22.8%	3.0%	1.4%	565

Table 15: Extent to which Experience a Sense of Belonging

With:	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
NC State overall	3.0	31.3%	43.8%	17.6%	7.2%	568
Formal organizations at NC State	2.8	29.3%	35.2%	19.6%	15.9%	566
Academic college or major	2.9	29.3%	42.7%	19.9%	8.1%	567
Small groups (e.g., with friends) at NC State	3.3	54.3%	30.3%	10.1%	5.3%	564

Table 16: Sense of Belonging: NC State overall

Importance of belonging to: NC State overall	Extent to which experience a 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	52.8%	32.3%	11.9%	3.0%	47.5%	269
3: Moderately important	14.4%	62.4%	17.5%	5.7%	40.5%	229
2: Slightly important	5.4%	26.8%	42.9%	25.0%	9.9%	56
1: Not at all important	.	16.7%	33.3%	50.0%	2.1%	12
Total	31.4%	43.6%	17.7%	7.2%	100.0%	566

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

Importance of belonging to: Formal organizations (e.g., student organizations, athletic groups)	Extent to which experience a sense of belonging in: Formal organizations (e.g., student organizations, athletic groups)				Total	N
	4: A great deal	3: Some	2: A little	1: Not at all		
4: Very important	52.4%	30.6%	10.9%	6.0%	43.9%	248
3: Moderately important	16.7%	52.2%	23.0%	8.1%	37.0%	209
2: Slightly important	1.2%	14.3%	38.1%	46.4%	14.9%	84
1: Not at all important	.	4.2%	16.7%	79.2%	4.2%	24
Total	29.4%	35.0%	19.6%	15.9%	100.0%	565

Table 18: Sense of Belonging: Academic College or Major

Importance of belonging to: Academic college or major	Extent to which experience a 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	41.6%	38.4%	13.7%	6.3%	55.9%	315
3: Moderately important	13.3%	52.1%	26.5%	8.1%	37.4%	211
2: Slightly important	16.7%	23.3%	43.3%	16.7%	5.3%	30
1: Not at all important	.	37.5%	12.5%	50.0%	1.4%	8
Total	29.1%	42.7%	20.0%	8.2%	100.0%	564

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

Importance of belonging to: Small groups (e.g., with friends) at NC State	Extent to which experience a 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	66.9%	21.6%	7.6%	3.9%	72.7%	408
3: Moderately important	22.7%	60.2%	13.3%	3.9%	22.8%	128
2: Slightly important	.	17.6%	52.9%	29.4%	3.0%	17
1: Not at all important	25.0%	25.0%	.	50.0%	1.4%	8
Total	54.2%	30.3%	10.2%	5.3%	100.0%	561

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” (45.5%) or “never” (33.7%) had such concerns, although three percent say they do so “frequently” (3.2%).

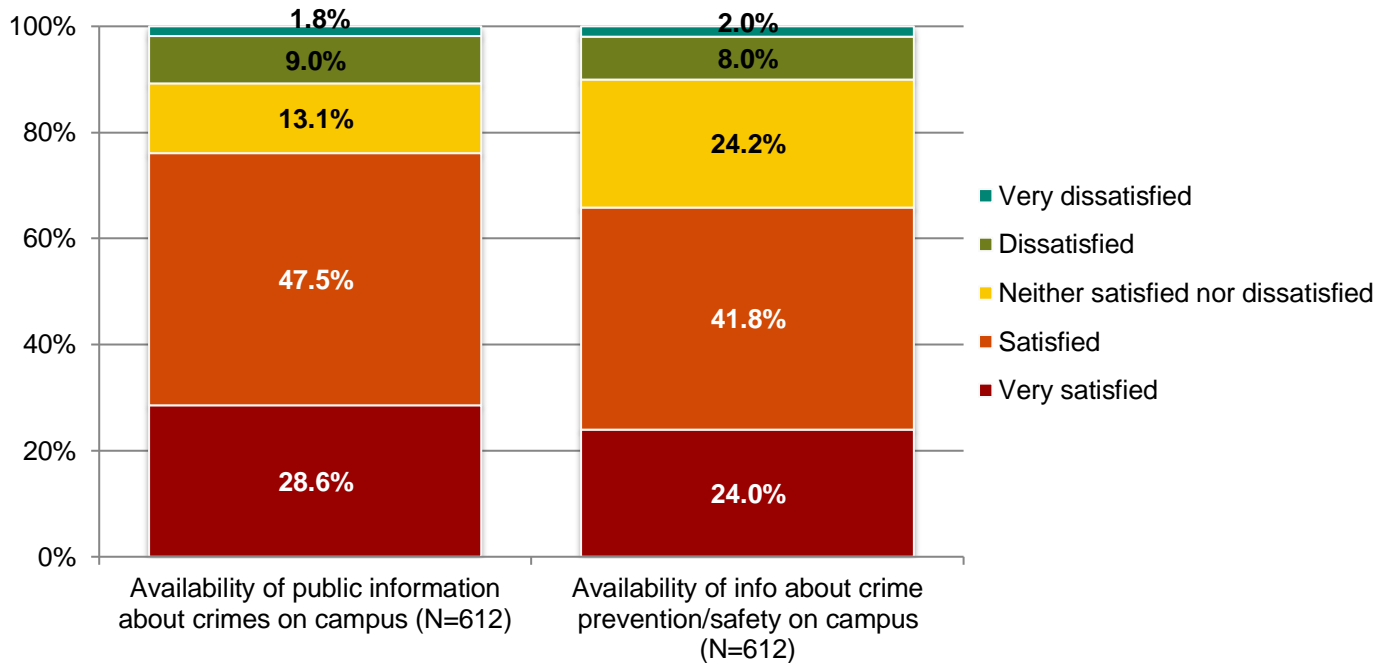
Table 20: Concerns about Personal Safety on Campus

	4: Frequently	3: Sometimes	2: Seldom	1: Never	Total (N)
How often you had concerns about personal safety on campus	3.2%	17.5%	45.5%	33.7%	617

Availability of Crime and Safety Information

Just over 75 percent of respondents reported being either “very satisfied” (28.6%) or “satisfied” (47.5%) with the *availability of public information about crimes on campus*. In addition, over 65 percent of respondents were either “very satisfied” (24.0%) or “satisfied” (41.8%) with the *availability of information about crime prevention/safety on campus*.

Figure 8: Satisfaction with Availability of Crime and Safety Information



Crime Reporting

While two-thirds of respondents (66.8%) said they *know how to report suspicious or threatening behavior*. Under 35 percent said it was “very likely” (34.3%) 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 (42.1%), compared to 19 percent of respondents who indicated they did not know how to report suspicious or threatening behaviors said the same (18.6%). Of those who said they did not know how to report suspicious behaviors, 35 percent said they were “somewhat unlikely” (30.4%) or “very unlikely” (5.4%) to do so.

Table 21: Likelihood of Reporting Suspicious or Threatening Behavior by Knowledge of How to Do So

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	42.1%	51.6%	6.3%	.	66.8%	411
No	18.6%	45.6%	30.4%	5.4%	33.2%	204
Total	34.3%	49.6%	14.3%	1.8%	100.0%	615

Student 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. In the following, 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: hours of operation* (92.3%) and most likely to be “dissatisfied” or “very dissatisfied” with *opportunities to be involved with faculty on their research* (18.4%).

Academic Assistance and Tutoring: Almost 70 percent of sophomores indicated they were “very satisfied” (18.1%) or “satisfied” (48.9%) with the availability 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* (61.0%). They were least likely to be “very satisfied” or “satisfied” with academic assistance or tutoring in *foreign language* (44.2%) and *reading* (44.9%).

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	3.7	18.1%	48.9%	23.0%	8.4%	1.6%	513
<i>Satisfaction with academic assistance/tutoring in:</i>							
Writing	3.6	15.7%	37.6%	43.1%	2.0%	1.5%	197
Reading	3.5	12.1%	32.8%	53.4%	0.6%	1.1%	174
Mathematics	3.6	16.8%	44.2%	25.5%	8.7%	4.8%	310
Science	3.6	16.4%	40.0%	32.5%	6.6%	4.6%	305
Foreign language	3.5	13.2%	31.0%	51.7%	2.9%	1.1%	174
Study skills	3.7	16.6%	39.0%	41.7%	1.8%	0.9%	223

* excludes ‘don’t know/not applicable’ responses

Research Support: Almost two-thirds of respondents indicated they were either “very satisfied” (19.6%) or “satisfied” (43.2%) 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” (13.7%) or “very dissatisfied” (4.7%).

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	3.3	13.4%	28.8%	39.5%	13.7%	4.7%	344
Access to up-to-date facilities	3.7	19.6%	43.2%	29.6%	6.0%	1.6%	368

* excludes ‘don’t know/not applicable’ responses

Library: Library services received the highest ratings of all academic service areas evaluated – 85 percent of sophomores indicated being either “very satisfied” (33.5%) or “satisfied” (51.2%) with *library services overall*. Of the individual library services asked about, respondents were especially likely to be “very satisfied” or “satisfied” with *hours of operations* (92.3%) and *access to technology and technical assistance* (89.5%). Respondents were least likely to say they were satisfied with the *space for group work*, with seven percent of respondents saying they were “dissatisfied” (4.9%) or “very dissatisfied” (1.7%) and *space for individual work*, with six percent of respondents saying they were “dissatisfied” (5.5%) or “very dissatisfied” (0.8%)

Table 24: Satisfaction with Library Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Helpfulness of staff	4.2	33.5%	51.2%	13.0%	2.3%	0.0%	531
Space for individual student work	4.1	33.9%	53.2%	6.6%	5.5%	0.8%	602
Space for group work	4.1	34.6%	49.9%	8.9%	4.9%	1.7%	595
Effectiveness of library training and workshops	3.9	28.4%	42.4%	25.2%	3.2%	0.9%	349
Access to online library resources	4.2	34.7%	50.7%	11.8%	2.4%	0.4%	550
Hours of operation	4.4	46.8%	45.5%	6.1%	1.5%	0.2%	605
Effectiveness of library resources/services improving learning experience	4.2	35.8%	52.3%	11.3%	0.5%	0.0%	575
Access to technology and technical assistance	4.3	42.1%	47.4%	8.8%	1.5%	0.2%	544
Library services overall	4.2	33.5%	51.2%	13.0%	2.3%	0.0%	531

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 software to meet needs* (82.1%) and *availability of equipment to meet needs* (80.5%). While in no case did more than 12 percent of sophomores express dissatisfaction with a specific IT service, 12 percent were “dissatisfied” or “very dissatisfied” with *availability of wireless on campus* (11.8%).

Table 25: Satisfaction with Information Technology Services

	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	19.9%	51.8%	21.4%	5.9%	1.0%	407
Assistance from Helpdesk and Walk-in Center w/ solving problems	4.0	30.9%	46.3%	19.7%	2.5%	0.6%	356
Availability of equipment to meet my needs	4.1	27.4%	53.1%	17.3%	2.0%	0.2%	405
Availability of software to meet my needs	4.1	27.2%	54.9%	16.2%	1.5%	0.2%	452
Availability of wireless on campus	3.9	25.5%	48.8%	13.9%	9.4%	2.4%	533
Online course management system(s) in classes (e.g., Moodle)	3.9	23.0%	54.7%	14.2%	6.9%	1.2%	565
Effectiveness of IT in improving learning my experience	3.9	20.1%	56.8%	19.5%	2.7%	0.9%	528
Access to information/resources to help keep my personal data and devices secure	4.0	22.9%	56.0%	18.0%	2.1%	1.0%	516
IT services overall	4.0	22.6%	59.1%	17.1%	1.1%	0.2%	545

Career Services: Almost three-fourths of respondents said they were “very satisfied” (21.7%) or “satisfied” (50.4%) with *career services overall*. Respondents reported being highly satisfied with *helpfulness of staff*, with almost 80 percent

indicating they were “very satisfied” (27.4%) or “satisfied” (51.7%). Nine percent of sophomores indicated they were either “dissatisfied” (6.8%) or “very dissatisfied” (2.1%) with *assistance with determining career goals, exploring careers, and making career decisions*.

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	4.0	27.4%	51.7%	19.3%	1.4%	0.3%	358
Info on internships, co-ops, and other career-related experience	3.9	24.4%	49.7%	19.9%	3.9%	2.1%	386
Access to employment opportunities	4.0	26.5%	50.6%	17.8%	3.9%	1.2%	415
Assistance with resume preparation, interviewing skills, etc.	3.9	26.9%	47.1%	19.9%	5.0%	1.1%	361
Availability of career resources online (e.g., ePACK, video tutorials, career assessments)	4.0	25.0%	54.3%	17.1%	2.4%	1.2%	420
Info on what employers look for (e.g., leadership, teamwork, written/oral communication)	3.8	22.7%	46.3%	23.5%	6.2%	1.3%	387
Assistance with determining career goals, exploring careers, and making career decisions	3.8	20.7%	48.4%	22.0%	6.8%	2.1%	382
Career services overall	3.9	21.7%	50.4%	24.1%	3.1%	0.7%	423

Bookstore: Almost three-fourths of respondents (72.5%) 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	3.8	22.6%	49.9%	16.1%	8.5%	2.9%	589

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 nine percent to 38 percent of respondents saying they were “very satisfied” with a particular non-academic service. Seventy percent or more of sophomores were either “very satisfied” or “satisfied” with *wellness recreation* (89.2%), *student health services* (72.9%), *Woffline* (71.2%), and *NC State Bookstore* (70.2%). Over 40 percent of respondents said they were “dissatisfied” or “very dissatisfied” with *parking* (42.6%). In addition, over 10 percent of respondents were “dissatisfied” or “very dissatisfied” with *NC State Dining* (20.5%), *financial aid application/award process* (17.2%), *University Housing and/or Living/Learning Initiatives* (15.4%), *Student Health Services* (13.5%), *Woffline* (12.8%) and *University Police Department* (10.6%).

Ratings for quality of staff working there were consistently favorable. Students were most likely to be “very satisfied” with staff in *Wellness Recreation* (35.7%), *Wolfline* (32.1%), *Counseling Center* (31.2%), *Student Health Services* (30.8%), and *Disability Resource Office* (30.7%). 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” (11.5%) or “very dissatisfied” (11.7%). Sophomores were also “dissatisfied” or “very dissatisfied” with staff at *Student Health Services* (7.5% and 3.3%, respectively) and staff at the *University Police Department* (7.4% and 2.5%, respectively).

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	3.6	19.6%	40.1%	23.1%	13.2%	4.0%	506
Financial aid: disbursement process	3.8	21.2%	46.0%	23.3%	6.1%	3.4%	472
Cashier/student accounts/billing office	3.8	18.4%	49.2%	25.9%	4.9%	1.6%	490
Registrar's Office	3.8	20.1%	47.8%	28.9%	2.2%	1.0%	402
NC State Bookstores	3.8	19.2%	51.0%	20.5%	7.9%	1.4%	567
Student Health Services	3.8	22.5%	50.4%	13.6%	7.8%	5.7%	472
Counseling Center (personal, interpersonal, or psychological)	3.8	24.0%	40.1%	28.1%	5.4%	2.5%	242
University Housing and/or Living-Learning Initiatives	3.5	12.9%	46.7%	25.0%	12.8%	2.6%	533
Wellness Recreation	4.2	38.4%	50.8%	8.5%	1.7%	0.6%	539
NC State Dining	3.4	13.6%	43.7%	22.2%	14.3%	6.2%	567
NC State Transportation: Wolfline	3.8	24.4%	46.8%	16.0%	10.2%	2.6%	500
NC State Transportation: Parking	2.9	9.4%	27.4%	20.6%	26.6%	16.0%	470
University Police Department	3.7	18.2%	42.7%	28.5%	7.3%	3.3%	330
Academic Success Center (formally Tutorial Center)	3.8	23.1%	45.8%	24.3%	5.0%	1.9%	321
Disability Resource Office	3.8	23.4%	37.1%	36.6%	2.9%	0.0%	175

* excludes 'no experience to judge' responses

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	3.9	24.9%	47.3%	22.1%	4.2%	1.4%	353
Financial aid: Disbursement Process	3.9	25.8%	46.5%	23.7%	3.0%	0.9%	329
Cashier/student accounts/billing office	3.9	24.0%	47.4%	24.8%	1.9%	1.9%	367
Registrar's Office	4.0	25.6%	47.0%	24.9%	2.2%	0.3%	313
NC State Bookstores	4.1	25.9%	57.2%	13.6%	2.9%	0.4%	521
Student Health Services	3.9	30.8%	46.6%	11.8%	7.5%	3.3%	451
Counseling Center (Personal, Interpersonal, or Psychological)	4.0	31.2%	40.5%	22.8%	3.4%	2.1%	237
University Housing and/or Living-Learning Initiatives	3.8	24.8%	45.6%	20.2%	6.6%	2.8%	471
Wellness and Recreation	4.2	35.7%	52.4%	11.0%	0.6%	0.4%	502
NC State Dining	3.9	25.3%	50.0%	16.7%	5.1%	2.9%	546
NC State Transportation: Wolfline	4.0	32.1%	47.0%	13.8%	5.5%	1.7%	477
NC State Transportation: Parking	3.3	15.0%	35.3%	27.0%	11.0%	11.7%	326
University Police Department	3.8	24.0%	40.6%	25.4%	7.4%	2.5%	283
Academic Success Center (formally Tutorial Center)	3.9	26.8%	46.4%	21.7%	4.1%	1.0%	295
Disability Resource Office	4.0	30.7%	39.8%	27.7%	0.6%	1.2%	166

* excludes 'no experience to judge' responses

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

Almost 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 (15.9%). Almost twice as many 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 (27.0%). 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 (57.6%), or that they thought they could solve it on their own (57.1%). More than one-third of those facing a challenge said they did not know who at NC State to ask for help (35.3%) or did not feel comfortable asking for support (48.8%). 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 (50.5%), and another 35 percent said they provided "some" support (35.4%).

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

	%	N
No - never needed to	53.6%	337
No - did have an issue/crisis, but did not ask anyone at NC State for support	27.0%	170
Yes	15.9%	100
Prefer not to respond	3.5%	22
Total	100.0%	629

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

	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	50.5%	35.4%	9.1%	5.1%	99

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)

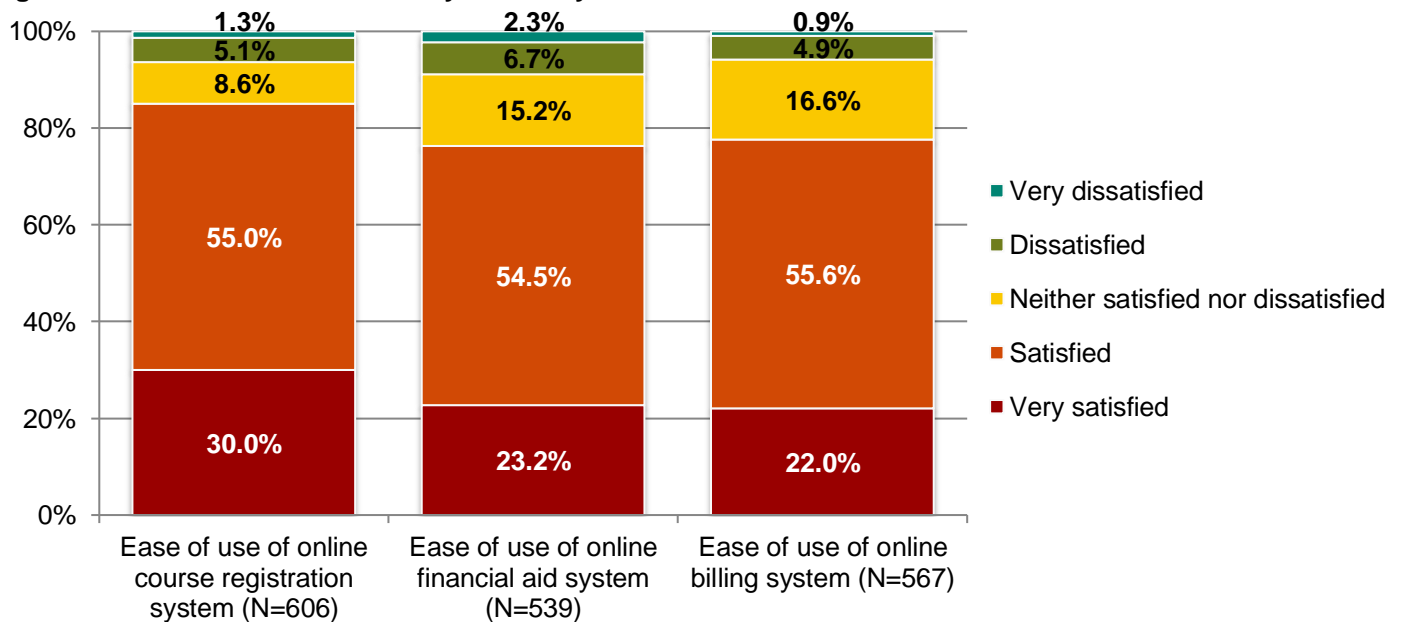
	%	N
Didn't know who to ask	35.3%	60
Was uncomfortable asking for support	48.8%	83
Sought help from someone outside NC State	40.0%	68
Relied on friends/family for support	57.6%	98
Didn't think there was anything NC State could do to help	45.9%	78
Thought I could resolve the issue/crisis on my own	57.1%	97
Other	4.7%	8

*respondents could select 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 more than three-fourths saying they were at least "satisfied" with the *course registration system* (85%), the *financial aid system* (77.7%), and *billing system* (77.6%),

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” (7.6%) or “strongly disagree” (2.3%) that they *will have the financial resources they need to finish college*, and another 20 percent appear uncertain (responding “neither agree nor disagree”).

More than two-thirds of respondents said they have received some type of financial aid (e.g., scholarships, grants, loans, work-study) while at NC State (69.8%). Thirty-four percent of those receiving aid reported being “very satisfied” with their aid package (33.5%), while 20 percent were either “moderately dissatisfied” (16.3%) or “very dissatisfied” (3.3%). Large majorities of those receiving aid gave positive ratings to the customer service skills of the financial aid staff, with more than one-third of those respondents giving an “excellent” rating to *advisor staff* (40.2%), *reception staff* (39%), and *phone staff* (37.1%).

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	37.4%	32.6%	20.1%	7.6%	2.3%	567

Figure 10: Satisfaction with Financial Aid Package

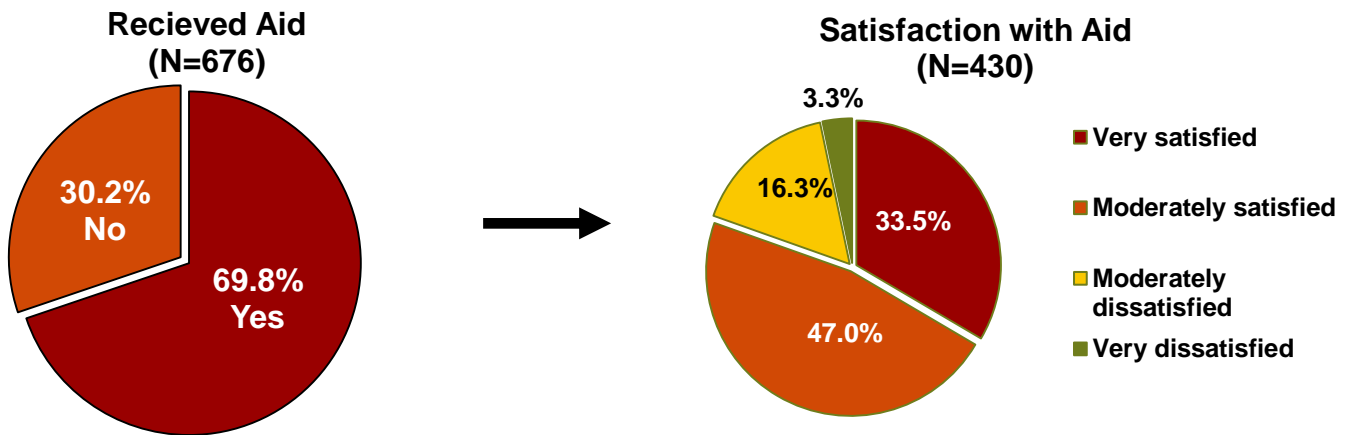
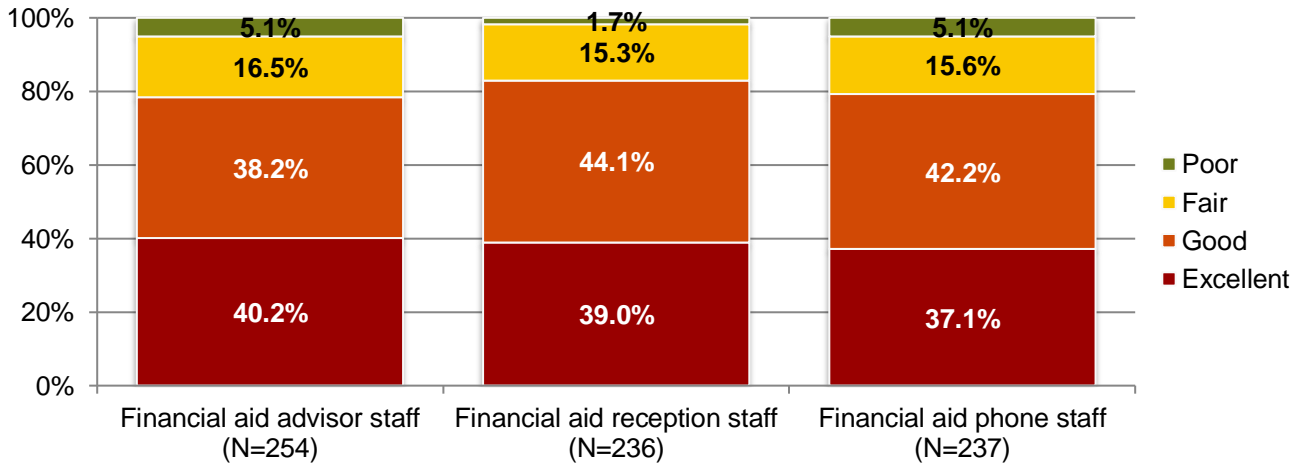


Figure 11: Customer Service Skills of Financial Aid Staff (among those receiving financial aid)



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 46 individual areas asked about relate to general education, personal development, and 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 21 general education goals asked about. Sophomores were most likely to say that NC State contributed "very much" to their *ability to use technologies appropriate to their discipline* (45.1%), *effectively analyzing and evaluating evidence/arguments/claims/beliefs* (43.1%), *applying analytic skills* (42.2%), and *ability to plan and carry out projects independently* (42.1%).

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* (39.2%), *appreciating the humanities* (28.9%), *applying social science methods to understand human behavior* (26.5%), and *keeping my personal data and devices secure* (25.2%).

Table 34: NC State's Contribution to Development of General Education Goals

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Applying analytic skills	3.3	42.2%	46.3%	10.1%	1.4%	555
Using technology appropriate to my discipline	3.3	45.1%	43.3%	9.9%	1.8%	557
Ability to plan and carry out projects independently	3.3	42.1%	44.6%	10.6%	2.7%	549
Identifying a problem/concept and articulating its components	3.3	40.5%	49.3%	8.9%	1.3%	550
Gathering relevant information or evidence	3.3	40.8%	48.5%	9.5%	1.3%	559
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.3	43.1%	46.7%	8.0%	2.2%	552
Using quantitative, logical and statistical analysis of data as the basis for judgments, and drawing insightful conclusions from the data/information	3.2	36.6%	48.5%	11.2%	3.7%	544
Applying scientific methods of inquiry	3.2	36.8%	46.1%	13.5%	3.6%	549
Questioning own assumptions and considering conflicting points of view	3.2	40.3%	45.8%	10.8%	3.1%	554
Considering all options when problem solving, thinking through implications/consequences	3.2	38.5%	49.7%	10.0%	1.8%	551
Solving real world problems in ways that demonstrate imagination/creativity	3.2	35.2%	48.9%	12.2%	3.6%	548
Reflecting on my work	3.2	35.3%	48.5%	14.4%	1.8%	549
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.2	40.1%	41.1%	14.7%	4.1%	538
Ability to interpret mathematical information (e.g., equations, graphs, diagrams, tables)	3.1	36.4%	45.3%	13.0%	5.3%	552
Writing effectively across genres for diverse audiences	3.0	25.3%	53.1%	14.8%	6.8%	533
Creating/distributing info and knowledge using multiple communication forms	3.0	30.0%	50.3%	14.1%	5.7%	547
Applying social science methods to understand human behavior	3.0	30.1%	43.4%	19.3%	7.2%	539
Keeping my personal data and devices secure	3.0	29.1%	45.7%	17.9%	7.3%	536
Presenting effectively across genres for diverse audiences	2.9	23.6%	52.8%	16.8%	6.9%	525
Appreciating the humanities	2.9	30.4%	40.6%	19.1%	9.8%	529
Capacity to engage with and respond to artistic works and evaluate their significance	2.7	26.2%	34.6%	24.1%	15.1%	511

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” to 14 of the 17 items evaluating personal development. In particular, almost half of respondents said that their college education contributed

“very much” to *taking responsibility for their own behavior* (46.1%). More than 40 percent of sophomores said NC State contributed “very much” to: *believing more time and effort will lead to increased learning* (44.8%), *seeing projects through to completion* (44.7%), *working effectively as part of a team* (43.0%), *ability to set and accomplish goals* (42.9%), *experiencing personal growth* (42.4%), *valuing learning as a lifelong process* (40.6%),

While ratings for NC State’s contributions to all aspects of personal development asked about were largely positive, 25 percent or more of respondents indicated that their college education contributed “very little” or “not at all” to their *ability to manage ongoing stressors* (32.4%), *recovering from emotional setbacks* (28.7%), *being involved in public and community affairs* (27.9%), and *developing and sustaining an active and healthy lifestyle* (24.5%).

Table 35: NC State’s Contribution to Development of Personal Development Goals

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Working effectively as part of a team	3.3	43.0%	41.5%	13.3%	2.2%	556
Experiencing personal growth	3.3	42.4%	42.4%	13.2%	2.0%	552
Taking responsibility for my own behavior	3.3	46.1%	42.3%	7.1%	4.5%	553
Believing more time and effort will lead to increased learning	3.3	44.8%	43.2%	8.3%	3.8%	556
Ability to set and accomplish goals	3.3	42.9%	44.3%	10.5%	2.4%	553
Seeing projects through to completion	3.3	44.7%	42.9%	9.3%	3.1%	550
Time management	3.2	39.0%	42.7%	13.5%	4.8%	562
Valuing learning as lifelong process	3.2	40.6%	43.6%	10.6%	5.2%	557
Identifying alternatives when faced with setbacks	3.2	36.0%	50.7%	10.3%	3.1%	556
Recognizing and acting on ethical principles	3.1	32.4%	49.8%	14.2%	3.7%	544
Developing leadership skills	3.1	36.2%	39.8%	18.8%	5.2%	553
Viewing failure as an opportunity to learn	3.1	37.1%	44.0%	12.8%	6.1%	555
Developing and sustaining an active and healthy lifestyle	3.0	33.0%	42.5%	17.2%	7.3%	551
Expressing my opinions when others disagree	3.0	32.4%	45.0%	15.5%	7.2%	556
Being involved in public and community affairs	2.9	29.0%	43.1%	19.6%	8.3%	531
Recovering from emotional setbacks	2.9	30.7%	40.6%	17.0%	11.7%	547
Ability to manage ongoing stressors	2.8	26.4%	41.2%	21.7%	10.7%	561

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* (86.7%), *understanding issues and problems facing the world* (82.6%), and *understanding and respecting diverse cultures, values and perspectives* (82.5%).

Respondents were less likely to say their college education contributed “very much” or “somewhat” to *appreciating differences in sexual orientation*, with one-fourth saying said their education contributed “very little” or “not at all” (24.2%) to this goal.

Table 36: NC State’s Contribution to Development of World View Goals

	Mean Rating	4: Very much	3: Somewhat	2: Very little	1: Not at all	Total (N)
Ability to work with people from diverse backgrounds	3.3	46.0%	40.7%	8.3%	5.0%	541
Understanding and respecting diverse cultures, values, and perspectives	3.2	42.1%	40.4%	11.9%	5.6%	539
Understanding issues and problems facing the world	3.1	34.1%	48.5%	12.8%	4.6%	540
Sensitivity to issues associated with racial equity	3.1	38.9%	42.5%	12.1%	6.6%	530
Sensitivity to issues associated with gender equity	3.1	39.1%	39.3%	12.3%	9.3%	529
Understanding the present as it relates to history	3.1	34.8%	43.6%	14.5%	7.1%	532
Understanding human problems through a global perspective	3.1	37.4%	43.3%	12.9%	6.5%	527
Appreciating differences in sexual orientation	3.0	37.7%	38.1%	12.2%	12.0%	525

Employment and Extracurricular Activities

Employment (Table 37; Figures 12-13)

Just under half of the sophomore respondents reported being employed during the 2021-2022 academic year (45.7%). Employed respondents were more likely to say they worked *off campus only* (64.0%) than *on campus only* (29.0%), with the remaining saying they worked *both on and off campus* (7.0%). Respondents who worked off campus reported working more hours per week than did those working on campus. For example, 24 percent of those working off campus said they worked 20 or more hours per week (23.8%), compared to just five percent of those working on campus (5.0%). While 46 percent of employed respondents believed that their job “does not interfere with their schoolwork” (45.8%), 46 percent also said it takes “some time” (45.5%) away from their school work, and 9 percent say their job takes “a lot of time” away from their school work (8.7%).

Figure 12: Employment During Academic Year

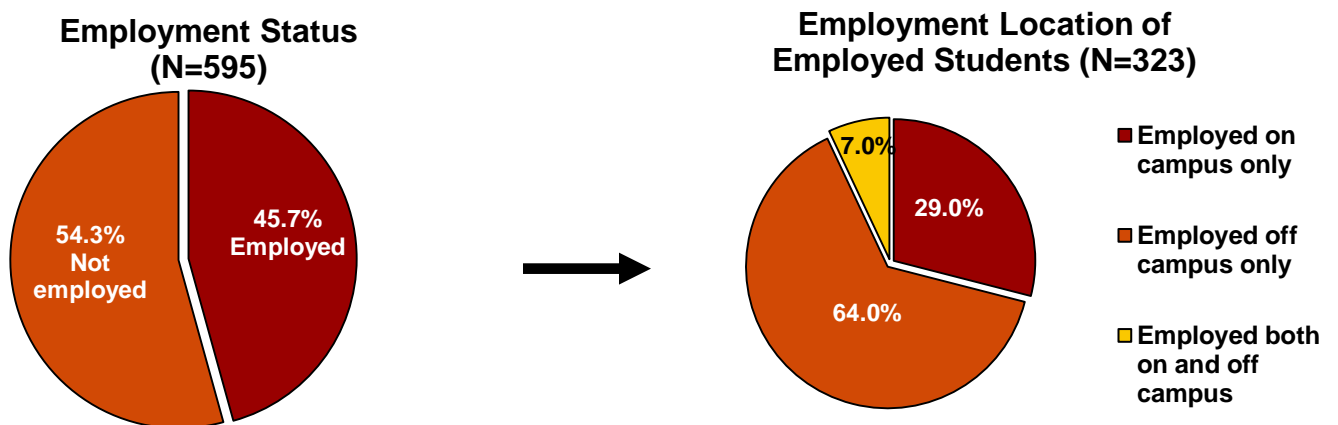


Figure 13: Number of Hours Worked, by Location (among employed respondents)

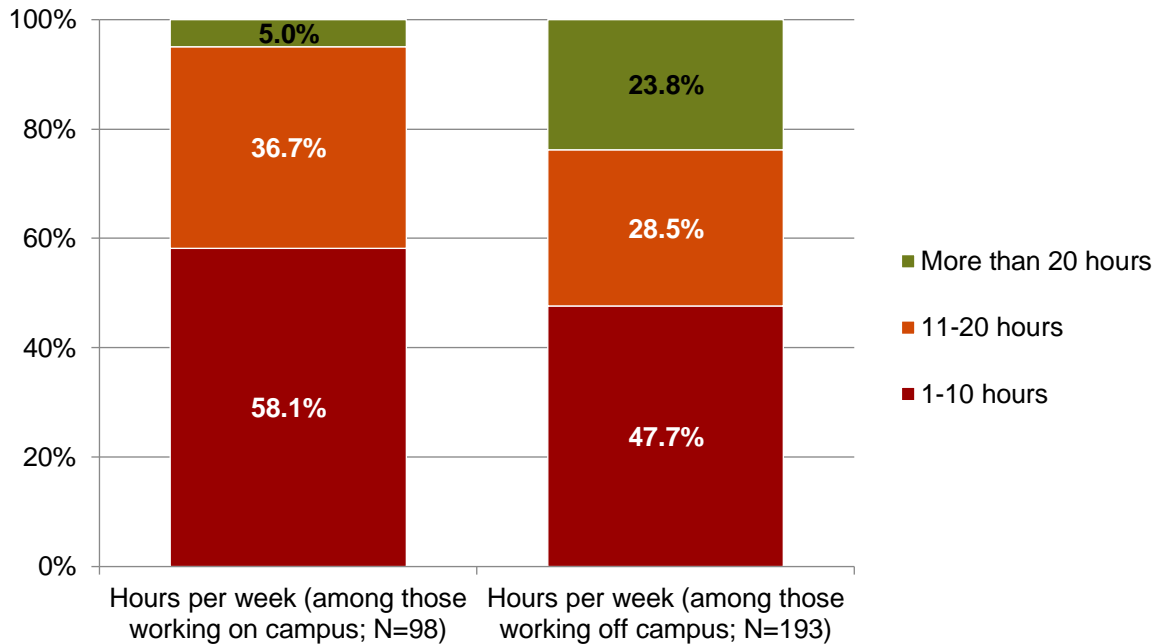


Table 37: Impact of Job on School Work (among employed respondents)

	%	N
My job takes a lot of time away from my school work.	8.7%	24
My job takes some time away from my school work.	45.5%	125
My job does not interfere with my school work.	45.8%	126
Total	100.0%	275

Involvement in Campus Activities (Tables 38-44)

Sophomores were asked to indicate the campus groups or organizations/programs in which they were involved. More than three-fourths of respondents participated in at least one campus group, organization, or program (77.8%). Respondents most commonly reported being involved in *organizations/clubs related to their major* (38.3%), and *intramural/recreational sports/club teams* (26.5%).

Sophomores were also asked how often they participated in various campus activities. Over 90 percent of respondents participated in at least one campus activity listed in Table 39 (91.1%). Three-fifths said that they had attended *workshops, seminars, speakers, etc. outside of class* (61.9%) and more than half had participated in *community service/volunteer work* (55.2%) at least once. Respondents were least likely to have ever participated in *co-curricular activities* or *multicultural/diversity events/programs*, with 57 percent and 60 percent, respectively, saying they had never participated in these activities at NC State. However, 12 percent of respondents also said they participated in co-curricular activities “one or more times a week” (12.3%). 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 17 percent doing so at least once per week.

Table 38: Involvement in Campus Groups/Organizations/Programs* (N=616)

	Yes, was involved	
	%	N
Academic scholarship program (Caldwell, Park, Goodnight, etc.)	6.2%	38
GLBT Community Alliance	3.4%	21
Inter-Residence Council, Hall/Area Council, National Residence Hall Honorary, Living-Learning Village Council	4.7%	29
Intramural/rec sports/club team	26.5%	163
Minority student organizations	9.9%	61
Org/club related to major	38.3%	236
Political/issue organizations	2.8%	17
Religious groups	13.3%	82
ROTC	1.5%	9
Service organizations	7.8%	48
Social fraternity/sorority	9.7%	60
Student Government	1.6%	10
Student Media/Publications	2.9%	18
Union Activities Board organizations	1.9%	12
University Honors or Scholars Program	13.6%	84
Varsity athletic teams	2.3%	14
Visual/performing arts/music organizations	8.4%	52
Total who participated in at least one of the above campus groups/organizations/programs	77.8%	479

*respondents could select multiple groups/organizations/programs

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	5.6%	7.9%	10.8%	14.4%	23.2%	38.1%	604
University sponsored art events	2.5%	6.0%	7.8%	12.3%	21.1%	50.3%	602
Multicultural/diversity events/programs	1.5%	4.3%	7.2%	8.0%	19.0%	60.1%	601
Community service/volunteer work	2.5%	6.5%	9.3%	14.5%	22.3%	44.8%	600
Intramural activities	17.4%	8.6%	6.8%	6.1%	9.1%	51.8%	602
Co-curricular activities	12.3%	7.5%	7.3%	6.8%	9.0%	57.1%	601
Intercollegiate athletic events	9.3%	14.5%	10.5%	8.5%	7.3%	49.7%	599

Almost 80 percent of respondents participated in at least one community service activity (78.1%). As seen in Table 40, students were most likely to report participating in community service sponsored by an *NC State club* (57.1%) or an *academic college, department, or course* (39.1%). Of students who participated in community service, almost 80 percent indicated that the experience contributed “very much” (27.3%) or “somewhat” (50.9%) to their personal and professional growth.

Table 40: Participation in Community Service Activity, by Sponsor of Activity*

Sponsor of Activity	Yes, participated in community service activity:	
	%	N
The University (e.g., Blood Drive, Packapalooza)	32.0%	197
An NC State club or organization	57.1%	352
Greek Life or fraternity/sorority	13.5%	83
An NC State program (e.g., Honors Program, Scholars Program)	16.2%	100
An NC State academic college, department, or course	39.1%	241
A non-academic center, unit (e.g., Leadership and Civic Engagement, GLBT Center, Multicultural Student Affairs)	11.5%	71
Participated in a community service project but don't know/remember who sponsored it	10.2%	63
Total who participated in at least one of the above community service activities	78.1%	481

*respondents could select more than one sponsor

Table 41: Contribution of Community Service Experiences to Growth (among those who participated in any such activity)

	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	27.3%	50.9%	15.3%	6.5%	477

Sophomores were largely satisfied with a variety of opportunities for involvement on campus. Two-thirds of respondents reported being either “very satisfied” or “satisfied” with *opportunities on campus to interact with/learn from diverse people* (65.3%), *opportunities on campus to develop leadership skills* (62.7%), and *the ease with which one can get involved in campus organizations* (61.1%). Compared to other opportunities, respondents were less likely to have said they were either “very satisfied” or “satisfied” with *weekend activities on campus* (50.3%).

Table 42: Satisfaction with Various Opportunities On Campus

	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	11.6%	38.7%	36.6%	10.8%	2.3%	604
The ease with which I can get involved in campus organizations	3.7	17.7%	43.4%	26.7%	10.4%	1.7%	603
Opportunities on campus to interact with/learn from diverse people	3.8	19.9%	45.4%	27.7%	5.0%	2.0%	603
Opportunities on campus to develop leadership skills	3.7	17.2%	45.5%	31.6%	4.8%	0.8%	604
Opportunities for community service/volunteer work	3.7	15.9%	42.4%	34.3%	6.5%	1.0%	604

While only 2% of sophomores reported, at the time they completed the survey, they had an international experience through the Study Abroad Program (1.7%), more than half said they are either “very likely” or “somewhat likely” to participate in the future (26.2% and 30.1%, respectively).

Table 43: Likelihood of Participating in a Study Abroad Program in the Future

	%	N
Very likely	26.2%	158
Somewhat likely	30.1%	182
Not very likely	28.8%	174
Not at all likely	14.9%	90
Total	100.0%	604

In Their Own Words: Life at NC State

Verbatim Comments (Tables 44-45)

Sophomore students were asked to describe in their own words what NC State is doing well as well as areas they believe NC State has room to improve. Responses to these questions were categorized into a variety of topics as reported below. For all of the verbatim responses for what students feel NC State is doing well and where there is room for improvement, see Verbatim Responses: What sophomore students believe NC State is doing well and areas they believe need improvement, in their own words.

Table 44: What NC State is Doing Well (N category codes = 585*)

	N	%
Clubs and Organizations	95	16.2%
Instruction	63	10.8%
Career Planning	56	9.6%
Health	54	9.2%
Intellectual Environment	49	8.4%
Curriculum	41	7.0%
Campus Activities	31	5.3%
Facilities and Equipment	27	4.6%
Diversity	21	3.6%
Academic Advising	17	2.9%
Relationships with Peers	17	2.9%
Athletics	10	1.7%
Mental Health	10	1.7%
Race/Ethnicity	8	1.4%
Covid-19 Pandemic	7	1.2%
Spirit and Pride	7	1.2%
Housing	6	1.0%
Campus Safety	6	1.0%
Other	60	10.3%

* Some student responses were included in more than one category. "N category codes = 585" represents the total number of codes assigned to all students responses to this open-ended question.

Clubs and Organizations

Students who expressed NC State is doing well with clubs and organizations mentioned things like NC State hosting a variety events for students to participate in, the networking opportunities associated with clubs and organizations, and that there is a club or organization for everyone.

"NC State does an amazing job allowing students to explore their academic goals while also finding enjoyment in involving themselves with events, club, and other extra-curriculars. NC State also does an amazing job ensuring each student that they belong here and that we are all part of the Wolfpack!"

"I think that NC State is doing a good job with getting students involved. I also enjoy that there is a bunch of resources for students to get to network with people."

A few students mentioned how well NC State provided opportunities for students via club and organizations once the Covid-19 pandemic slowed down.

"I'm so glad that I choose NC State. The university has crafted a phenomenal sense of camaraderie among the Pack and I'm proud to attend NCSU. I think that the UAB has done a great job of planning events to get students together and socializing, which is so important considering how our social development was put on hold due to Covid."

Instruction

Students mentioned how great professors are both inside and outside of the classroom at NC State, primarily due to faculty-student relations.

“One of my favorite aspects of NC State is the accessibility of professors. People do not consider it very much, but professors in most cases are more often than not available to speak about various concerns.”

“The top thing NC State is doing particularly well in this regard is the student-faculty relations. My professors have all been very open, helpful, and dedicated.”

“I think it is very positive when it is shown professors truly care about us and our individual success. I have had professors that actually want to get to know us and it shows they are passionate about their job.”

Students also mentioned how well instructors adjusted when the Covid-19 pandemic hit.

“I think that, especially with COVID, NC State is trying its best to accommodate students so that we are still comfortable in our learning environments and are able to do what fits our schedule best, which definitely helps with the learning experience.”

Career Planning

Students commend NC State for providing resources and opportunities for students to help them with their careers.

“It is very obvious that NC State prioritizes its students' success, and they offer an abundant array of opportunities and resources in order to ensure this. Their focus on career-preparation is noteworthy and I believe it has truly helped me in my professional endeavors.”

“They have created a network of good relations with alumni and have made it easy to be able to reach out and talk with people who have previously attended the university.”

“I really appreciate the newsletters and communication between students in each major, specifically for job and internship opportunities.”

Table 45: Where NC State Needs Improvement (N category codes = 646*)

	%	N
Instruction	77	11.9%
Health	58	9.0%
Curriculum	52	8.0%
Clubs and Organizations	40	6.2%
Dining	36	5.6%
Covid-19 Pandemic	32	5.0%
Academic Advising	29	4.5%
Mental Health	26	4.0%
Career Planning	25	3.9%
Diversity	25	3.9%
Facilities and Equipment	21	3.3%
Intellectual Environment	20	3.1%
Relationships with Peers	19	2.9%
Transportation	19	2.9%
Housing	18	2.8%
Race/Ethnicity	16	2.5%
Technology	16	2.5%
Campus Safety	15	2.3%
Financial Aid	12	1.9%
Campus Activities	10	1.5%
Athletics	8	1.2%
Gender	8	1.2%
University Recreation	7	1.1%
Other	57	8.8%

* Some student responses were included in more than one category. "N category codes = 646" represents the total number of codes assigned to all students responses to this open-ended question.

Instruction

While many sophomores indicated NC State was doing a good job with instruction, sophomores also thought there was room for improvement in this area. Students expressed that they wanted smaller class sizes and consistency with the format of the class.

"NC State could do better by having a smaller class size for introductory courses or offering more support for these large class size introductory courses that are easier to access."

"I think that a lot of teachers are using methodology that either does not work, or is extraordinarily challenging for students to balance, and additionally, the inconsistency of class formats (coursework, exams or no exams, intensity on reading) is often jarring and detrimental. I also think strides need to be taken to diversify the racial and gender demographics, and in vs. out of state demographics."

Health

Students expressed frustrations with student health services in terms of availability of appointments and the cost.

“Student Health Services seems ill equipped to actually aid students. I also think they should accept walk ins.”

“NC State should work on providing free healthcare to all students.”

Other areas of concern related to health were the options at the dining halls on campus. Students want healthier meal options as well as options that reflect dietary restrictions.

“I think NC State should improve on the amount of meat products in the dining halls to ensure undergraduate students are supplied with enough protein.”

“I think that NC State should work on its dining options. While we have a lot of dining options, in reality a lot of them are closed (Red Sky Pizza and the Bistro), and a lot of them are not open past weekday lunch hours. Also, a lot of the restaurants serve the same things and the wait times are crazy. Also, there are not a lot of healthy options. The only salad place, Delirious, has trash food. The dishes at the dining halls also are not always clean.” Students also asked for more specialized diet options: “Our dining is awful. As a Gluten-Free student, I often (every day) struggle with finding options on campus. Most of your workers don’t even know what it means, and cross contaminate in the process. Create a GF station in your dining halls for future students, and more GF friendly restaurants.”

Curriculum

Similar to instruction, students also critiqued the curriculum requirements at NC State. Students mentioned changing the structure of general education, particularly with less focus on STEM classes.

“I think NC State needs to do more to make information more accessible in Gen Ed classes. If NC State could eliminate some of the stress caused by inaccessibility (caused by poor teaching or lack of practice resources) I think it would retain more potential graduates and improve student morale.”

“Not focus on just stem but also smaller humanities majors like social work.” Many students expressed wanting the freedom to explore majors more by saying, “Sometimes I think NC State could make it easier to explore majors, sometimes having the different colleges makes things very difficult, especially when you have to start with general classes instead of major classes.”

A large number of students mentioned making the curriculum more diverse and having minority voices be heard.

“Listen more to marginalized voices. There are quite a few choices that the university and my major program have made that were well-intentioned but ultimately off-putting as the targeted minority”

“...at least in my experience, listen to the minority students more.”

For more information on the 2022 Sophomore Survey contact:

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