# 2022 Sophomore Student Survey

Institutional Strategy and Analysis

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# Presentation Outline

- Sophomore Survey Website & Interactive Dashboard
- Sophomore Survey Overview
- 2022 Survey Design, Methods, and Response Rate
- 2022 Results
- Discussion

# Institutional Strategy and Analysis Website

- Sophomore Survey
  - 2022 Sophomore Survey
    - Fast Facts
    - Introduction, Methods, and Student Demographic Profile
    - Overall Results
    - Verbatim Reponses
    - Questionnaire
  - Interactive dashboard with break out results by gender, race/ethnicity, and college
  - NEW! Crosstabulation dashboard that allows you to do bivariate analyses between survey questions

# Sophomore Survey Overview

- The Sophomore Survey Questionnaire includes nine sections:
    - Section A. Academic Environment and Advising
    - Section B. Help Outside the Classroom
    - Section C. Other Offices that Serve You
    - Section D. Campus Safety
    - Section E. On-and-Off-Campus Activities
    - Section F. Knowledge, Skills, and Personal Growth
    - Section G. Campus Climate
    - Section H. Conclusions
    - Section I. Final Comments

# Focus of Presentation

- Tutoring and Advising

- Research

- Career Services

- Wellbeing Support

- Non-Academic Services

- Campus Safety

- Campus Climate

- Student Involvement

- Student Employment

- Knowledge, Skills, and Personal Development

- Global Satisfaction

# 2022 Sophomore Survey Methods

- A triennial survey (e.g., Spring 2019, Spring 2022, Spring 2025)
- Population
  - All sophomores who had completed 45-59 credit hours by the beginning of the 2022 spring semester
    - Of the 2,619 eligible sophomores, 686 submitted usable surveys
    - 26.2% response rate
- Administration Mode
  - Online
  - Voluntary
  - Confidential (not anonymous)

# Survey Methods (cont.)

- Field Dates
  - February 1, 2022 – February 28, 2022
- Correspondence/outreach
  - Email invitation from the Chancellor
  - Up to four follow-up reminders to non-respondents
    - Feb 9, Feb 15, Feb 21, Feb 25
  - Possible direct appeals from advisors (advisors can use the "resp/non-resp" app we have to identify their advisees who have not yet responded)
  - Eboards
- Incentives
  - Early respondent incentive (2*$50 Amazon e-gift card)
  - Grand prize respondent incentive (5*$25 Amazon e-gift card)
  - Extended deadline respondent incentive (2*$50 Amazon e-gift card)

# 2022 Sophomore Survey Results

# Tutoring & Advising

# Tutoring & Advising

A majority (67%) of sophomores are "very satisfied" or "satisfied" with *the availability of academic assistance or tutoring services on campus.*
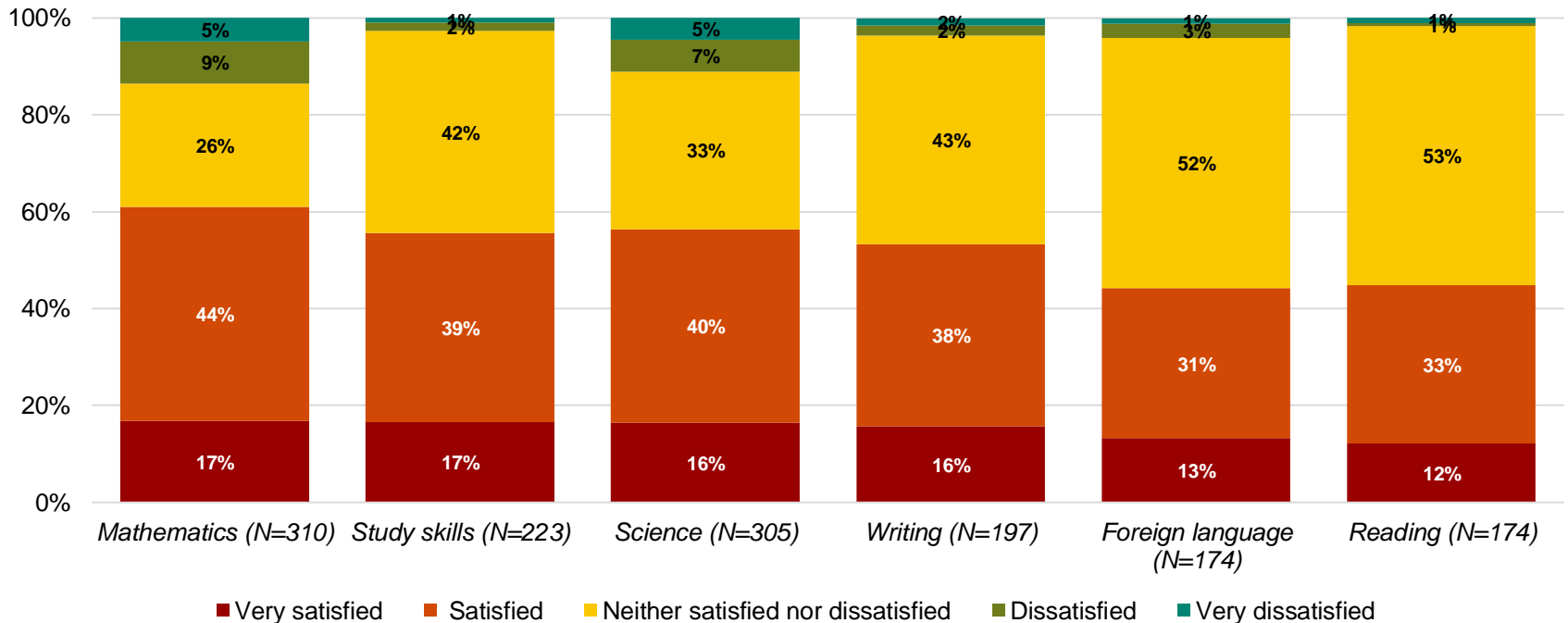
There is some variation in satisfaction by tutoring subject.



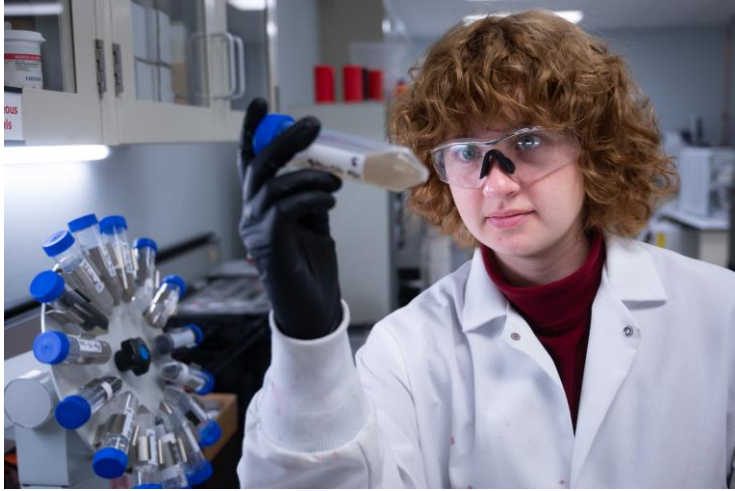*Availability of academic assistance or tutoring services on campus (N=513)*

* Excludes don't know/not applicable responses

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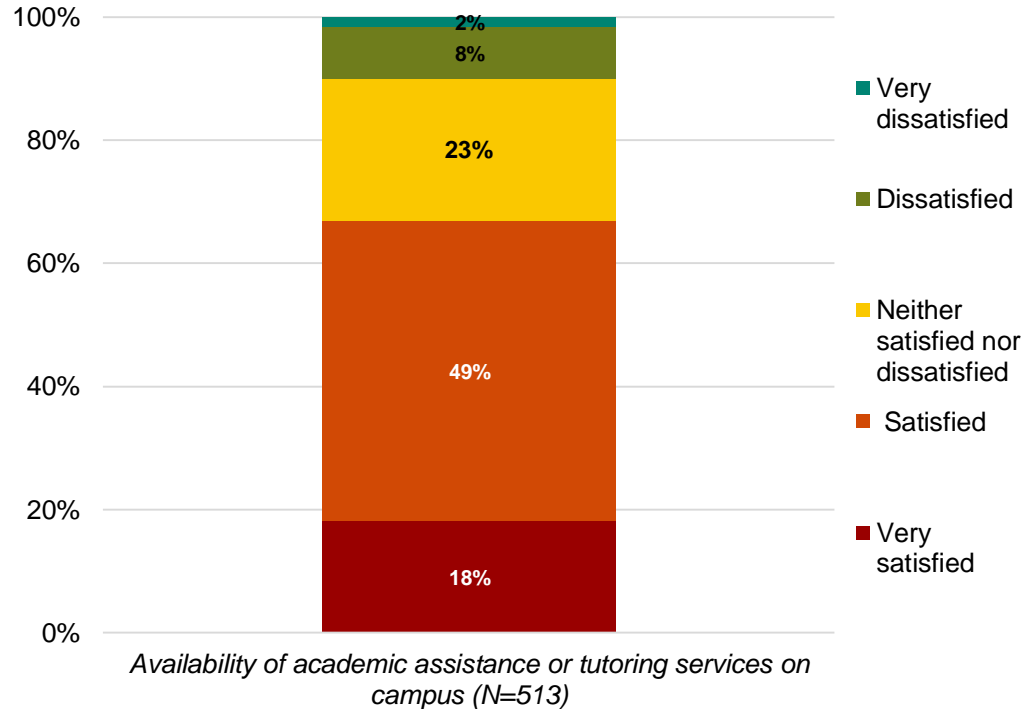
# Tutoring & Advising (cont.)

Satisfaction with Academic Assistance/Tutoring in:
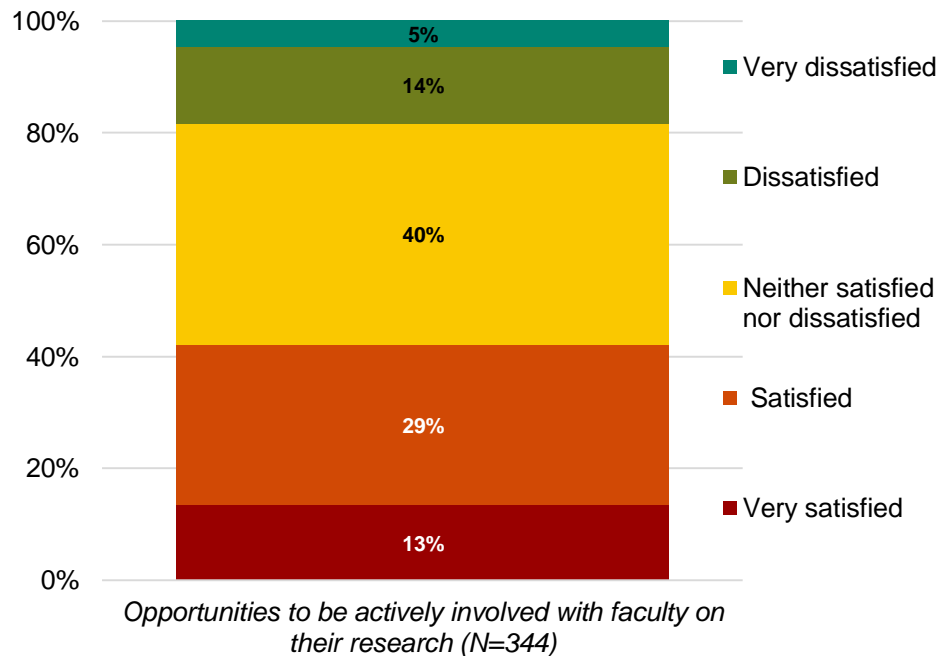


* Excludes don't know/not applicable responses

# Student Research

# Student Research

Just over 40% of sophomores are "very satisfied" or "satisfied" with *opportunities to be actively involved with faculty on their research.*



*Opportunities to be actively involved with faculty on their research (N=344)*
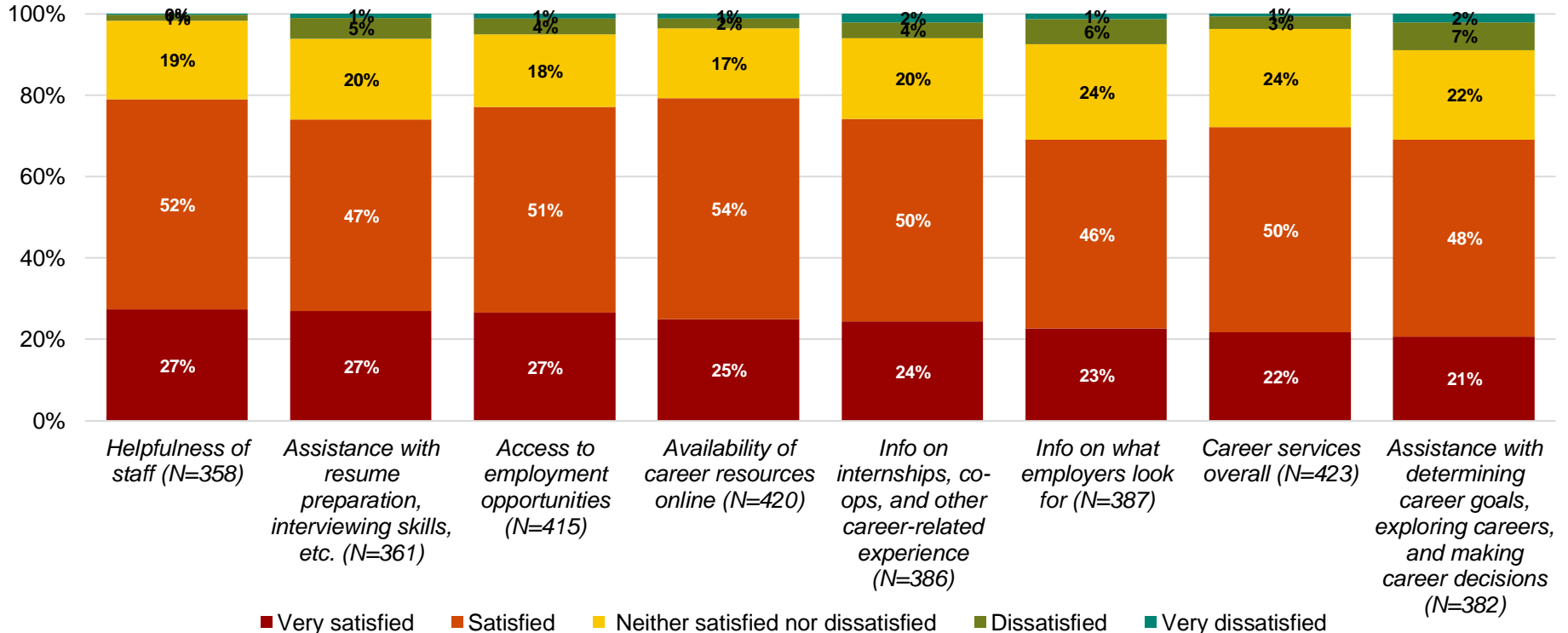
* Excludes don't know/not applicable responses

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# Career Services

# Career Services

2/3 or more of students are satisfied with each of the different aspects of career services asked about, with some limited variation in ratings by type of service.

# Career Services (cont.)

Satisfaction with Career Services

# Wellbeing Support

# Wellbeing Support

- Less than 20% of students said they had *asked for support from NC State to help navigate a non-academic issue/crisis.*

  – Half of those who did ask for support, reported they received "a great deal" of support.

- Top reasons why those who had an issue/crisis did not ask NC State for support include:

  – *Relied on friends/family for support*

  – *Thought I could resolve the issue/crisis on my own*

  – *Was uncomfortable asking for support*

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# Wellbeing Support (cont.)



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

- Prefer not to respond: 4%
- Yes: 16%
- No - did have an issue/crisis, but did not ask anyone at NC State for support: 27%
- No - never needed to: 54%
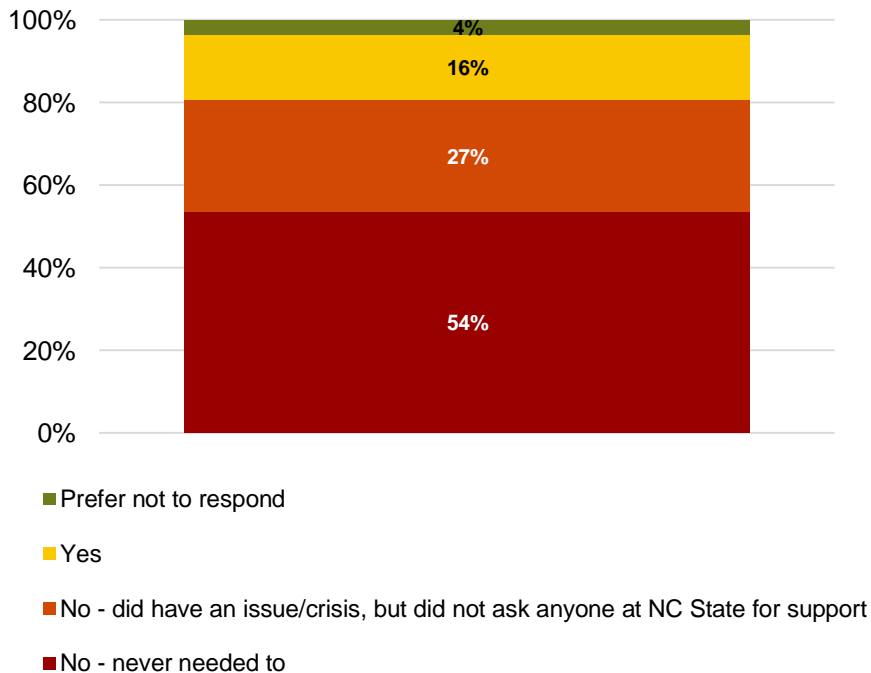
*Extent to which felt supported in dealing with issue/crisis (among those who asked for support; N=99)*

- A great deal: 51%
- Some: 35%
- A little: 9%
- Not at all: 5%
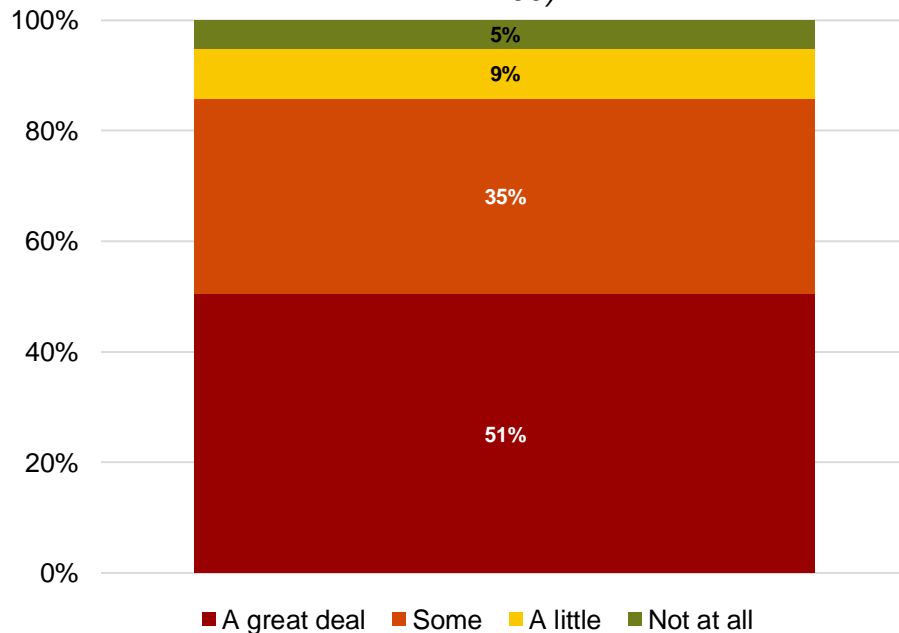
# Wellbeing Support (cont.)

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



| Reason | Percentage |
|--------|-----------|
| Relied on friends/family for support | 58% |
| Thought I could resolve the issue/crisis on my own | 57% |
| Was uncomfortable asking for support | 49% |
| Didn't think there was anything NC State could do to help | 46% |
| Sought help from someone outside NC State | 40% |
| Didn't know who to ask | 35% |
| Other | 5% |

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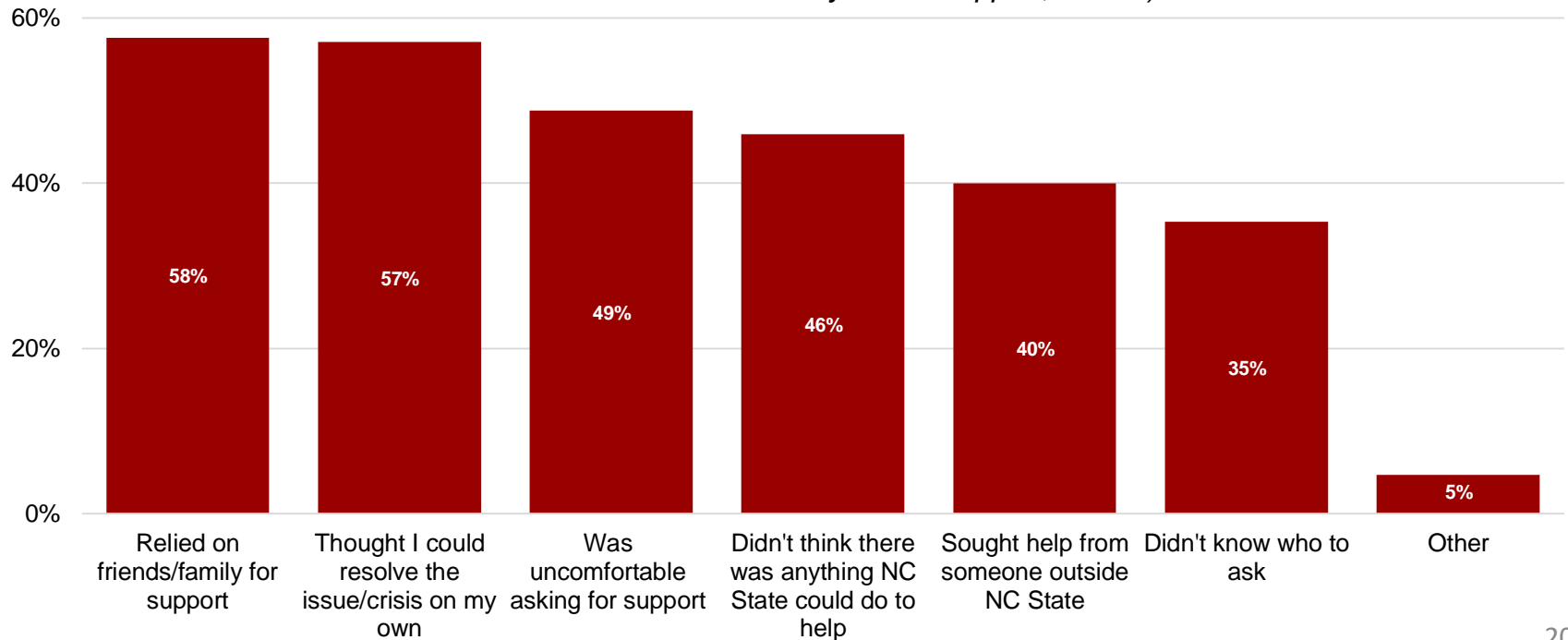
# Non-Academic Services

# Non-Academic Service

A majority of students are satisfied with non-academic services offered at NC States and with the staff that work in those units, with slight variability in ratings by type of service.

# Non-Academic Services (cont.)



Satisfaction with Non-Academic Services
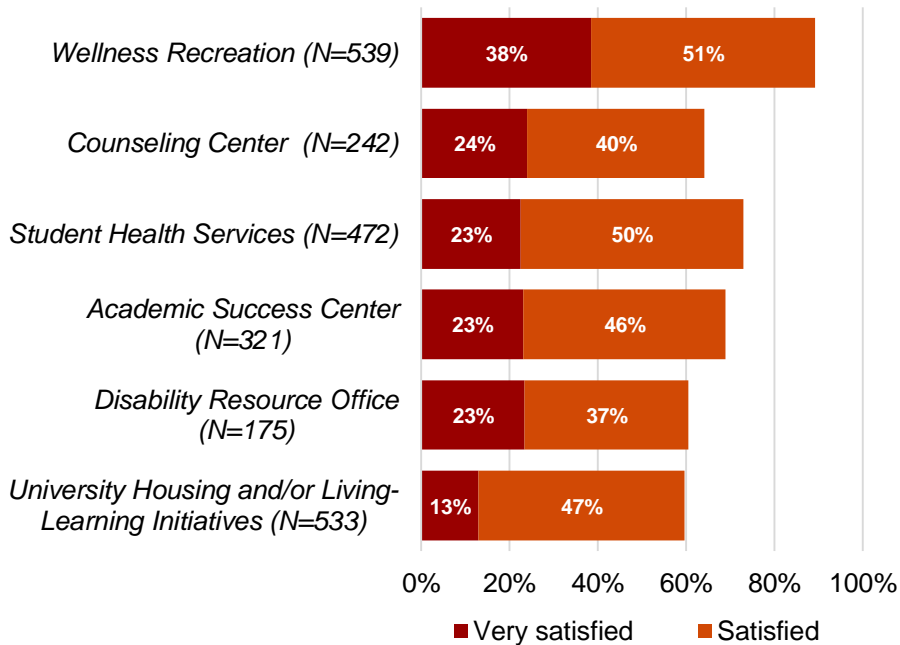
Satisfaction with Non-Academic Services Staff
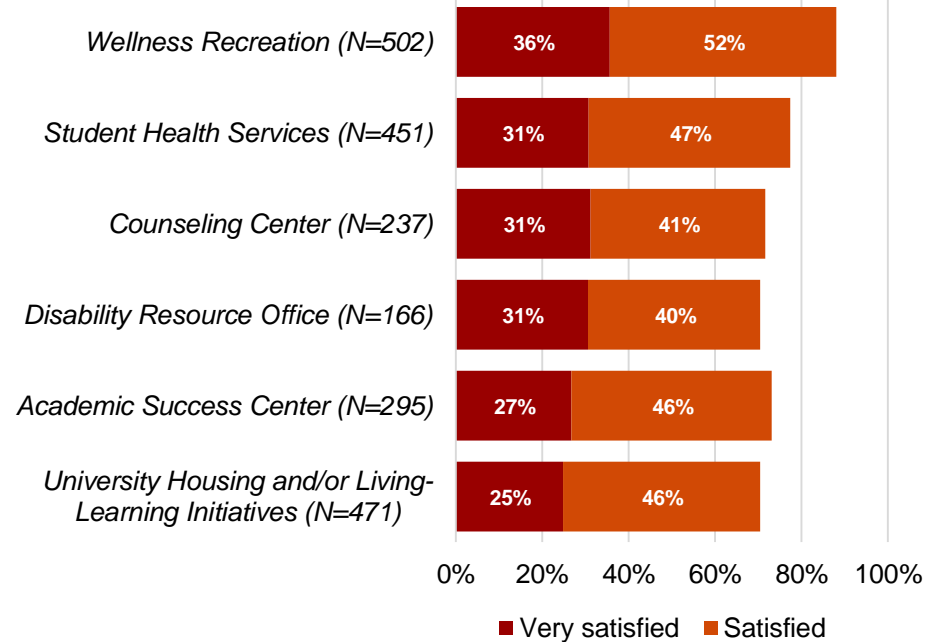
* Excludes don't know/not applicable responses

# Campus Safety & Climate

# Campus Safety

- 80% of students report "never" or "seldom" *having a concern about personal safety on campus.*

- 2/3 of students are satisfied with *information about crime and crime-prevention.*

# Campus Safety (cont.)



How often you had concerns about personal safety on campus
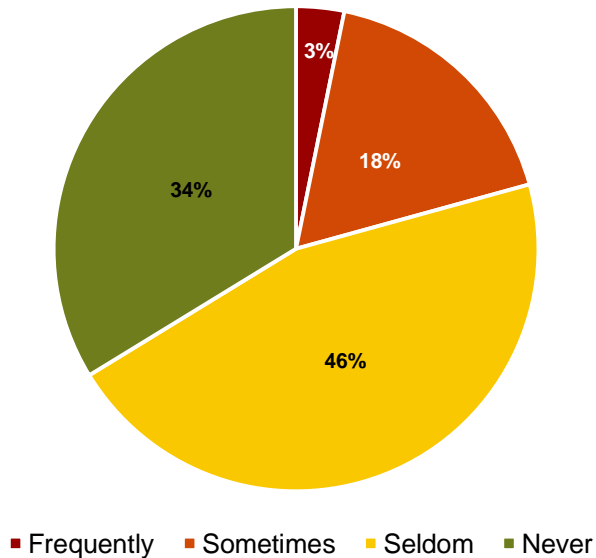
Satisfaction with Information:

- Frequently
- Sometimes
- Seldom
- Never

- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied
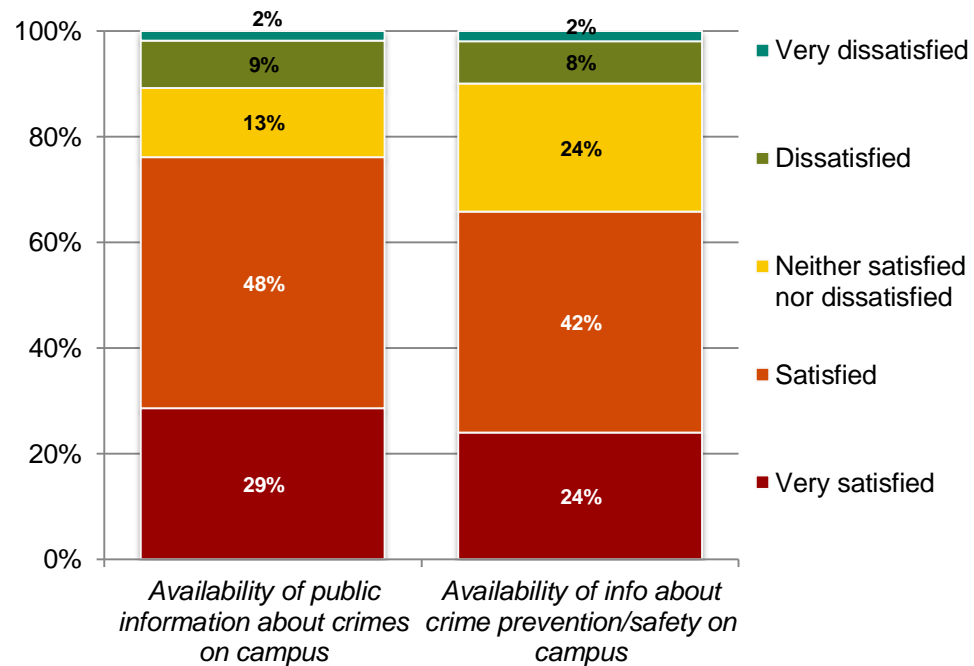
# Campus Safety (cont.)

2/3 of students say they know how to report suspicious/threatening behavior on campus.

Students who **know how to report suspicious/threatening behavior** on campus are **more likely to say they will actually report it** as compared to students who do not know how to report.

| Know how to report suspicious/threatening behavior on campus | Likelihood of reporting suspicious/threatening behavior to campus authority | | | | Total | N |
|---|---|---|---|---|---|---|
| | Very likely | Somewhat likely | Somewhat unlikely | Very unlikely | | |
| Yes | 42% | 52% | 6% | . | 67% | 411 |
| No | 19% | 46% | 30% | 5% | 33% | 204 |
| Total | 34% | 50% | 14% | 2% | 100% | 615 |

# Campus Climate

- 80% or more of students say it is important to have a sense of belonging at NC State, with variability in responses by setting.

- 2/3 or more of students say they experience a sense of belonging on campus, with slight differences in response by setting.

# Campus Climate (cont.)



Importance of Sense of Belonging
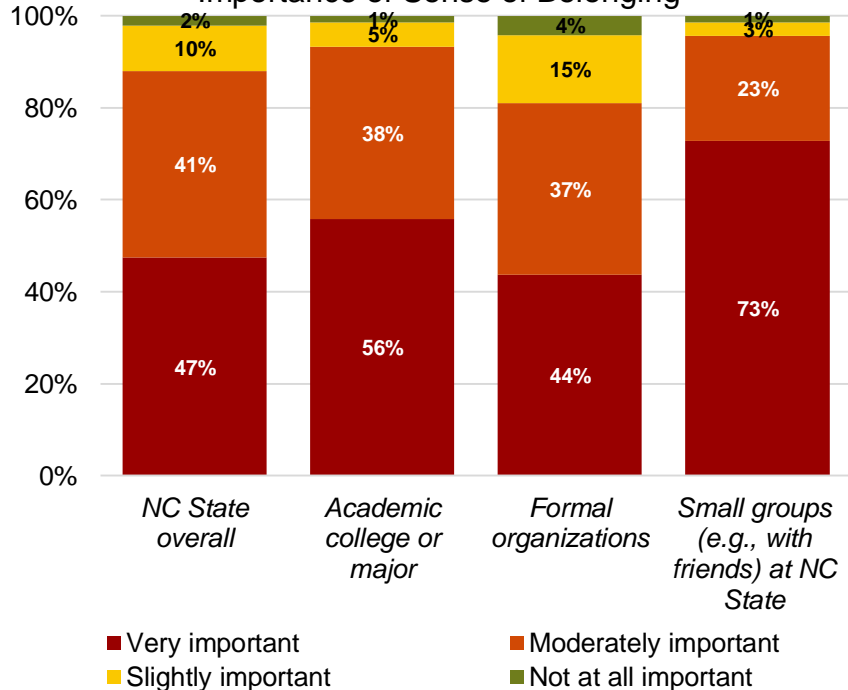
Extent to which Experience a Sense of Belonging
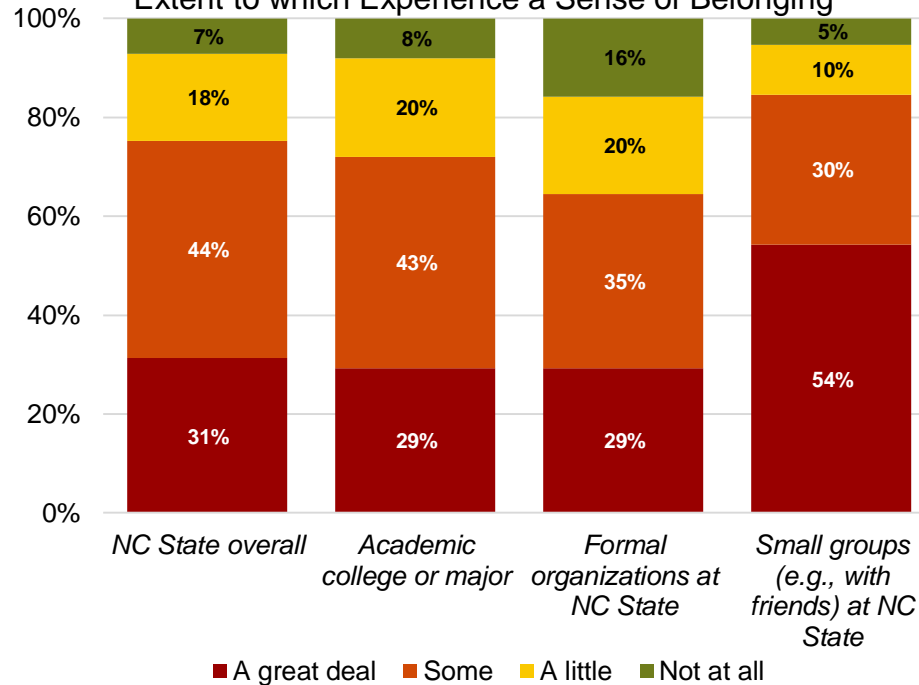
# Campus Climate (cont.)

Students who believe it is important to have a **sense of belonging to NC State overall** are more likely to actually report **experiencing a sense of belonging at NC State overall**, as compared to students who do not feel like it is important.

| Importance of belonging to: NC State overall | Extent to which experience a sense of belonging in: NC State overall | | | | Total | N |
|---|---|---|---|---|---|---|
| | A great deal | Some | A little | Not at all | | |
| Very important | 53% | 32% | 12% | 3% | 48% | 269 |
| Moderately important | 14% | 62% | 18% | 6% | 41% | 229 |
| Slightly important | 5% | 27% | 43% | 25% | 10% | 56 |
| Not at all important | . | 17% | 33% | 50% | 2% | 12 |
| Total | 31% | 44% | 18% | 7% | 100% | 566 |

# Campus Climate (cont.)

- 60% or more of <u>all students</u> report the campus is supportive for various groups on campus, with slight variability by type of group.
  - Respondents report the campus being most supportive for men and women and least supportive for transgender students and students with disabilities.
- There is variability when broken out by identity status, with dominant groups being more likely than others to believe the campus is supportive.
  - For example, white respondents are more likely than Black respondents to say the campus is "very supportive" of African Americans.

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# Campus Climate (cont.)

Supportiveness of Campus Climate for ...



| | Men | Women | African American students | Other racial/ethnic minorities | Gay, lesbian, and bisexual students | International students | Transgender students | Students with disabilities |
|---|---|---|---|---|---|---|---|---|
| Strongly nonsupportive | 2% | 1% | 1% | 1% | 1% | 2% | 2% | 2% |
| Mildly nonsupportive | 3% | 3% | 6% | 4% | 3% | 4% | 6% | 6% |
| Neutral | 23% | 15% | 20% | 22% | 21% | 23% | 27% | 29% |
| Mildly supportive | 26% | 36% | 30% | 32% | 34% | 31% | 29% | 29% |
| Strongly supportive | 46% | 45% | 43% | 41% | 41% | 40% | 36% | 35% |

Legend: Strongly supportive, Mildly supportive, Neutral, Mildly nonsupportive, Strongly nonsupportive

# Campus Climate (cont.)

Perceptions of Campus Climate for African American Students; by Race of Respondent



Legend: ■ Strongly supportive ■ Mildly supportive ■ Neutral ■ Mildly nonsupportive ■ Strongly nonsupportive
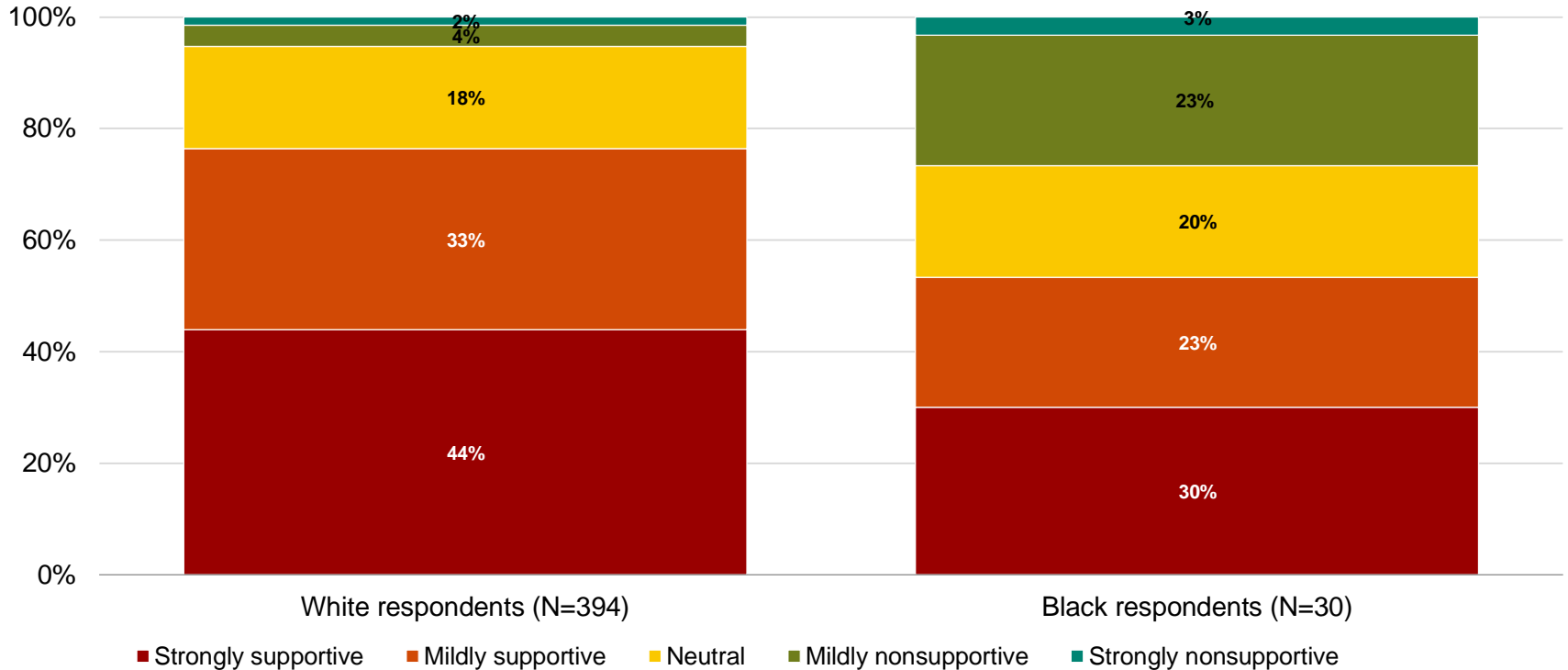
Campus Climate (cont.)

Perceptions of Campus Climate for GLBT Students; by LBGTQ+ Status of Respondent
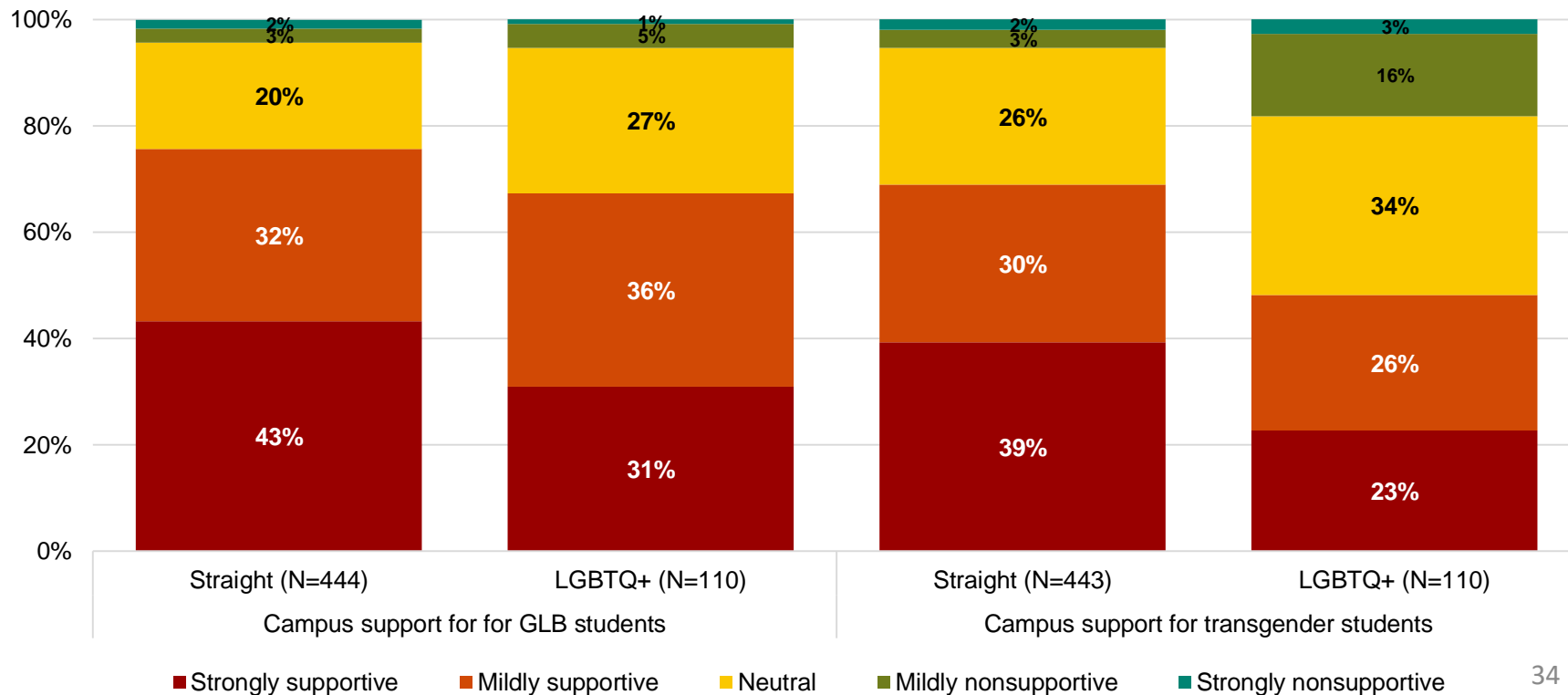
# Campus Climate (cont.)

**95%** of <u>all respondents</u> "agree strongly" or "agree somewhat" that *NC State is committed to helping minority students succeed*.

There is variability in results by race/ethnic group.



NC State is committed to helping minority students succeed

| | All respondents (N=563) | Other / Unknown (N=33) | Hispanic (N=43) | White (N=396) | Asian (N=63) | Black (N=28) |
|---|---|---|---|---|---|---|
| Disagree strongly | 2% | 3% | 5% | 1% | 0% | 7% |
| Disagree somewhat | 4% | 3% | 2% | 3% | 3% | 14% |
| Agree somewhat | 50% | 46% | 44% | 50% | 60% | 50% |
| Agree strongly | 44% | 49% | 49% | 46% | 37% | 29% |

Legend: ■ Agree strongly ■ Agree somewhat ■ Disagree somewhat ■ Disagree strongly
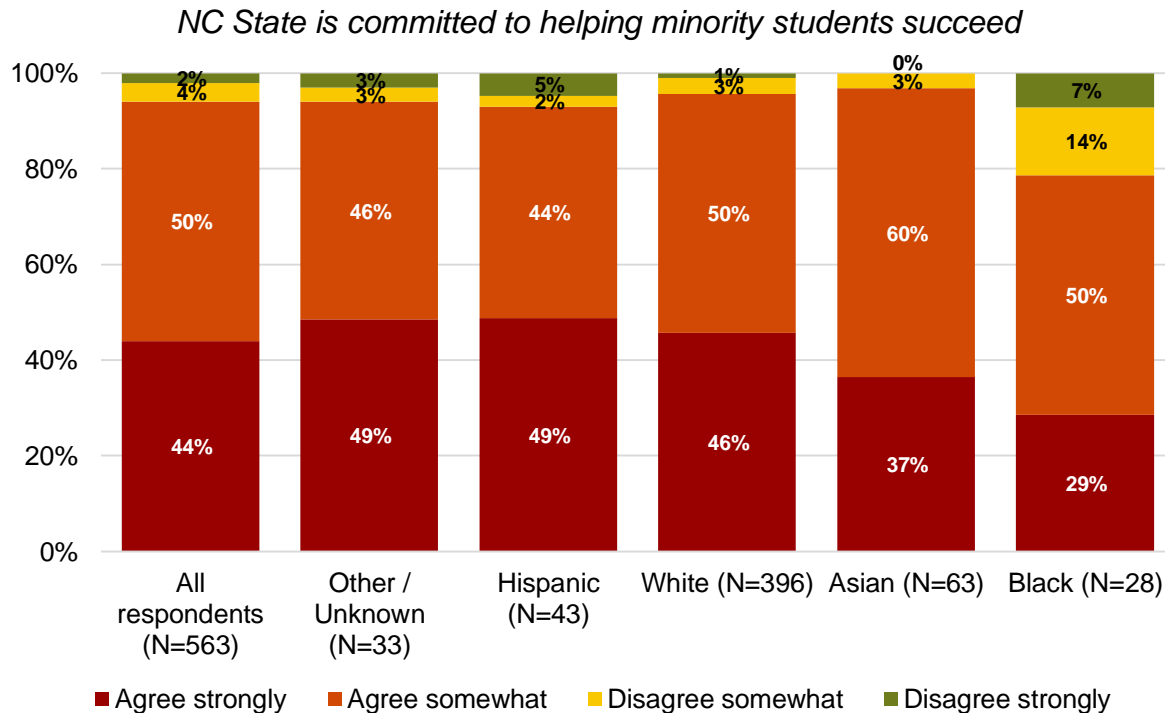
# Campus Climate (cont.)

**85%** of all respondents "agree strongly" or "agree somewhat" that *NC State has visible leadership from the Chancellor/other administrators to foster diversity on campus.*

There is variability in results by race/ethnic group.

*NC State has leadership from the Chancellor/other administrators to foster diversity on campus*



| | All respondents (N=562) | White (N=395) | Hispanic (N=43) | Other / Unknown (N=33) | Asian (N=63) | Black (N=28) |
|---|---|---|---|---|---|---|
| Disagree strongly | 3% | 2% | 5% | 3% | 0% | 11% |
| Disagree somewhat | 13% | 13% | 9% | 6% | 13% | 21% |
| Agree somewhat | 46% | 43% | 47% | 55% | 59% | 43% |
| Agree strongly | 39% | 42% | 40% | 36% | 29% | 25% |

■ Agree strongly  ■ Agree somewhat  ■ Disagree somewhat  ■ Disagree strongly

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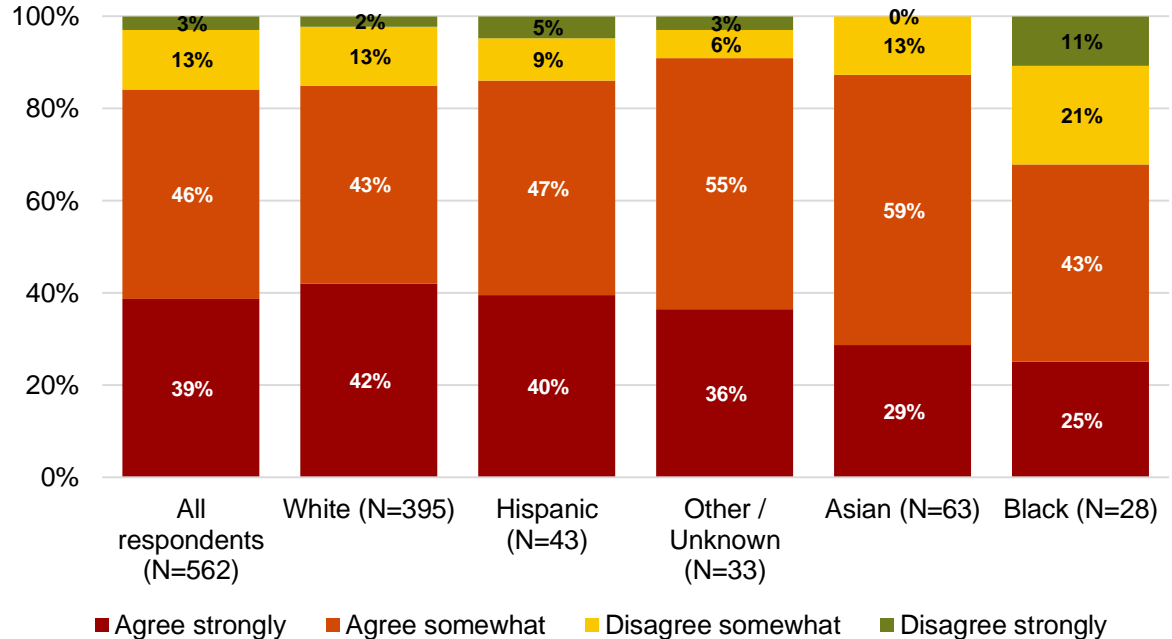
# Student Involvement

# Student Involvement

- Almost 80% of sophomore respondents participated in at least one community service activity.
  - Among those who participated, ¾ believe their community service contributed to their personal/professional growth

# Student Involvement (cont.)

Participated in Community Service Activity Sponsored by...
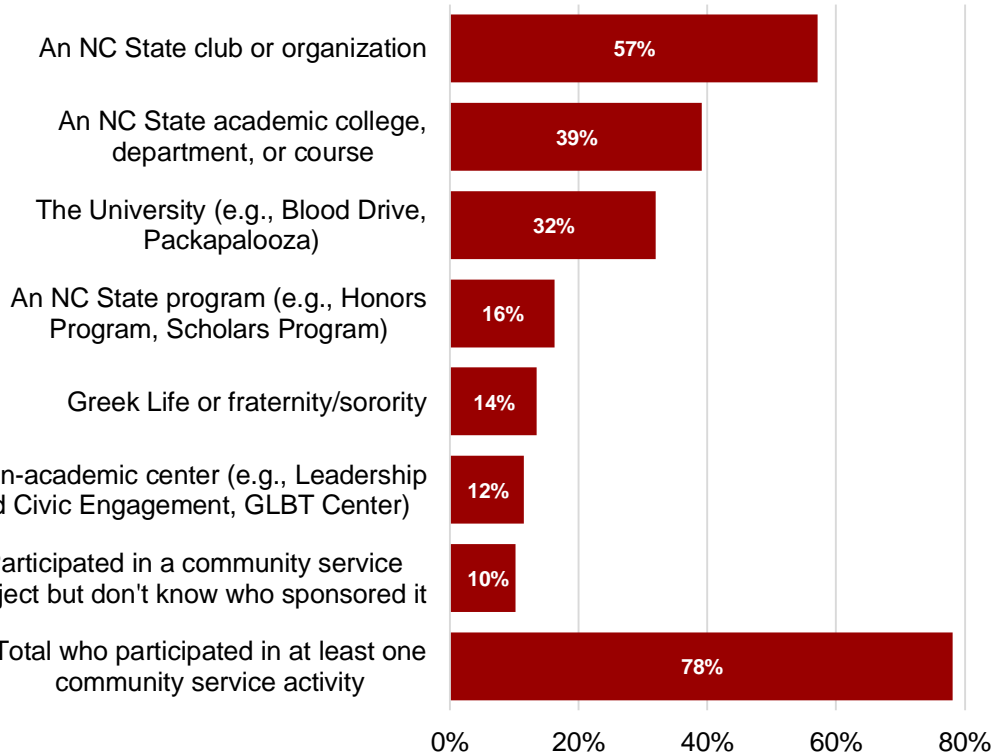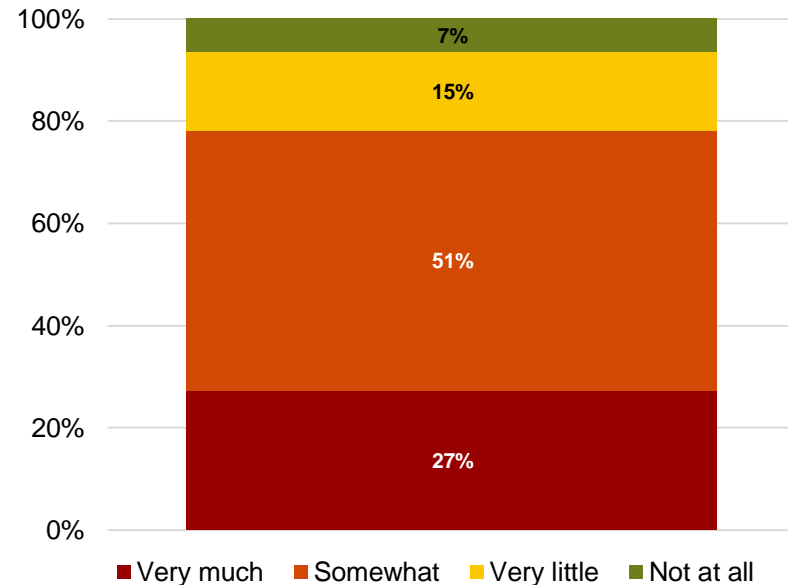
| Category | Percentage |
|----------|-----------|
| An NC State club or organization | 57% |
| An NC State academic college, department, or course | 39% |
| The University (e.g., Blood Drive, Packapalooza) | 32% |
| An NC State program (e.g., Honors Program, Scholars Program) | 16% |
| Greek Life or fraternity/sorority | 14% |
| A non-academic center (e.g., Leadership and Civic Engagement, GLBT Center) | 12% |
| Participated in a community service project but don't know who sponsored it | 10% |
| Total who participated in at least one community service activity | 78% |

*Community service contribution to personal/professional growth (among those who participated;* N=477)

| Response | Percentage |
|----------|-----------|
| Not at all | 7% |
| Very little | 15% |
| Somewhat | 51% |
| Very much | 27% |

Legend: ■ Very much  ■ Somewhat  ■ Very little  ■ Not at all

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# Student Involvement (cont.)

- More than ¾ of students participated in at least one campus group, organization, or program
  - Most commonly reported were being involved in organizations/clubs related to their major (38%) and intramural/recreational sports/club teams (27%)
  - Least commonly reported were being involved in ROTC, Student Government, Union Activities Board organizations, varsity athletic teams (2% each)
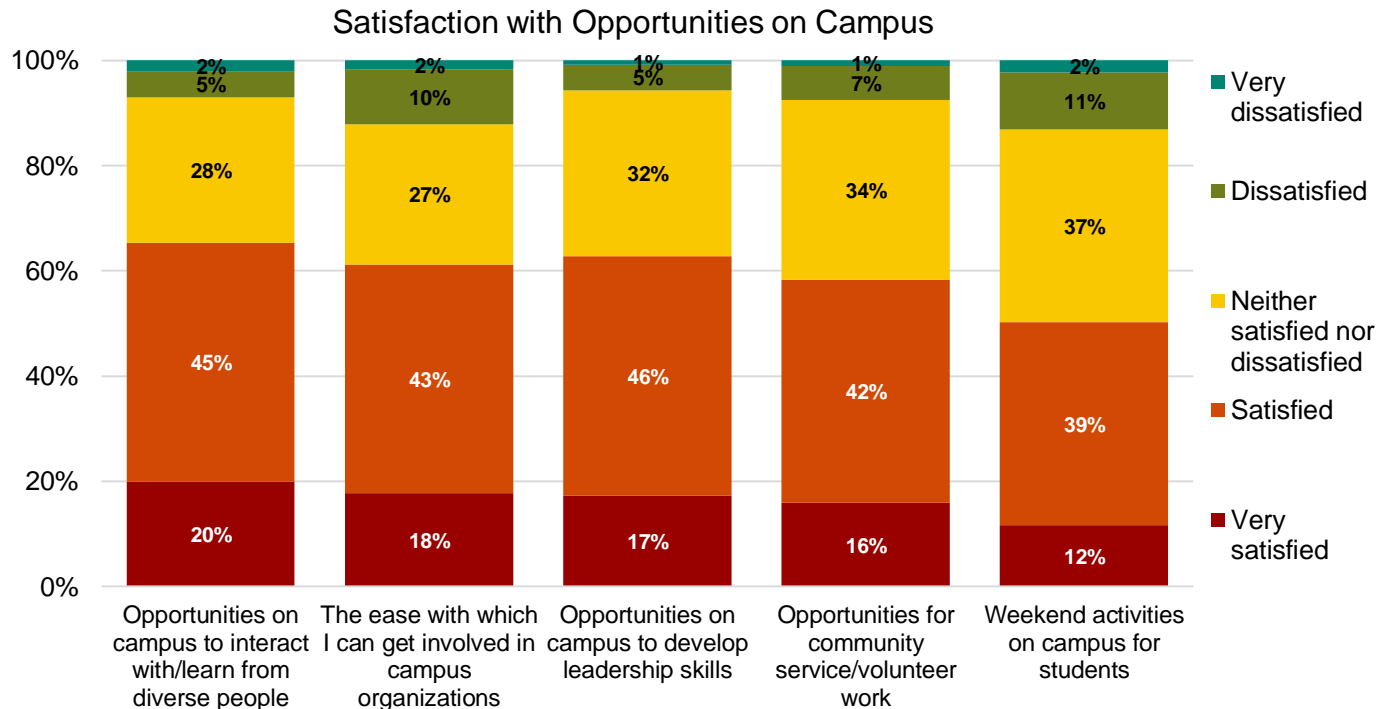
Student Involvement (cont.)
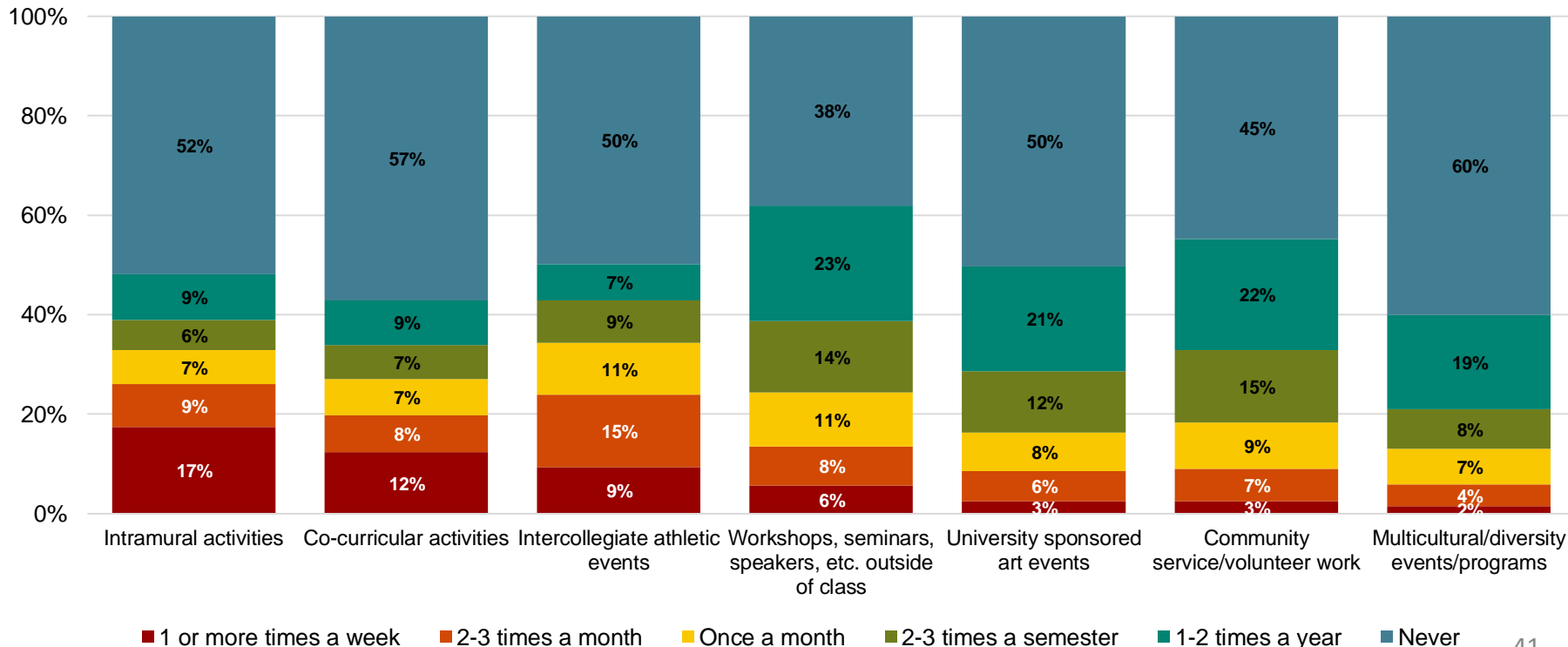
# Student Involvement (cont.)

The majority of students are "very satisfied" or "satisfied" with opportunities for involvement on campus, though ratings vary by type of activity.

## Satisfaction with Opportunities on Campus



Legend:
- Very dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

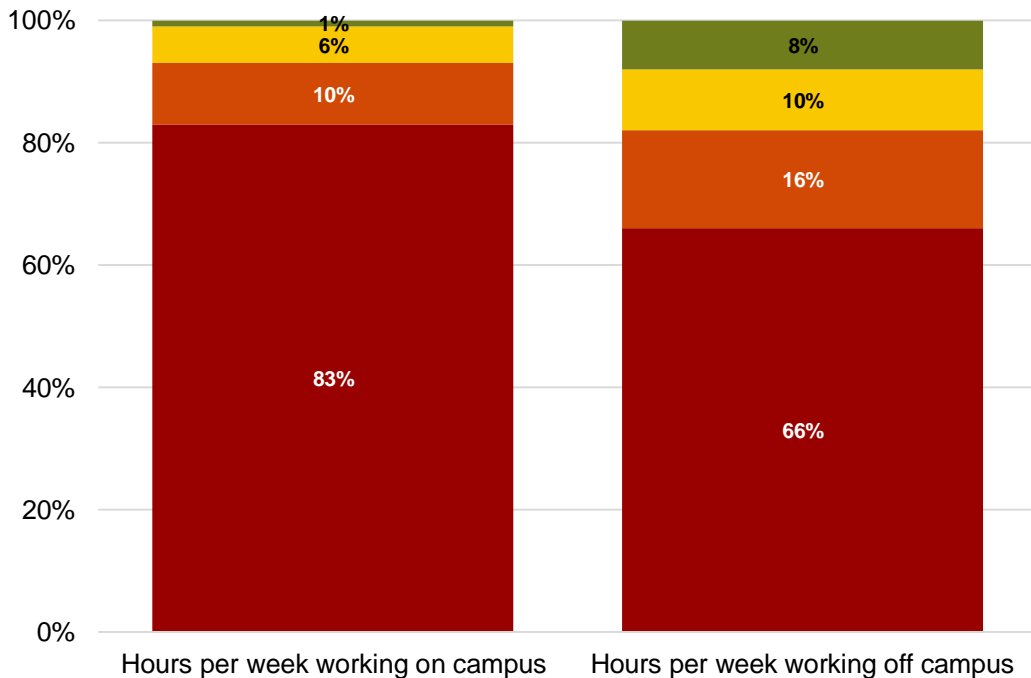| Category | Very satisfied | Satisfied | Neither satisfied nor dissatisfied | Dissatisfied | Very dissatisfied |
|---|---|---|---|---|---|
| Opportunities on campus to interact with/learn from diverse people | 20% | 45% | 28% | 5% | 2% |
| The ease with which I can get involved in campus organizations | 18% | 43% | 27% | 10% | 2% |
| Opportunities on campus to develop leadership skills | 17% | 46% | 32% | 5% | 1% |
| Opportunities for community service/volunteer work | 16% | 42% | 34% | 7% | 1% |
| Weekend activities on campus for students | 12% | 39% | 37% | 11% | 2% |

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# Student Employment

# Student Employment

- 46% of students are employed either on- or off-campus.
  - Students are more likely to be working off-campus than on-campus.
  - Among employed students, most report working 1-10 hours per week.
  - Of working students, a large majority of students report their "job does not interfere" or only "takes some time away from school work."
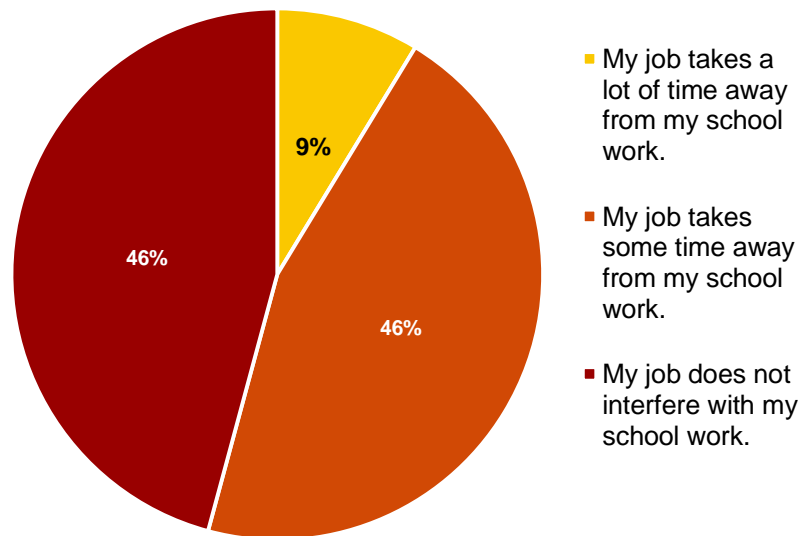
# Student Employment (cont.)



*Impact of Job on School Work* (among employed respondents; N=275)

Legend (bar chart):
- 0 hours
- 1-10 hours
- 11-20 hours
- 20 or more hours

Bar chart — Hours per week working on campus:
- 0 hours: 83%
- 1-10 hours: 10%
- 11-20 hours: 6%
- 20 or more hours: 1%

Bar chart — Hours per week working off campus:
- 0 hours: 66%
- 1-10 hours: 16%
- 11-20 hours: 10%
- 20 or more hours: 8%

Pie chart (Impact of Job on School Work):
- 9% My job takes a lot of time away from my school work.
- 46% My job takes some time away from my school work.
- 46% My job does not interfere with my school work.

* Students could select both on- and off-campus employment

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# Knowledge, Skills & Personal Development

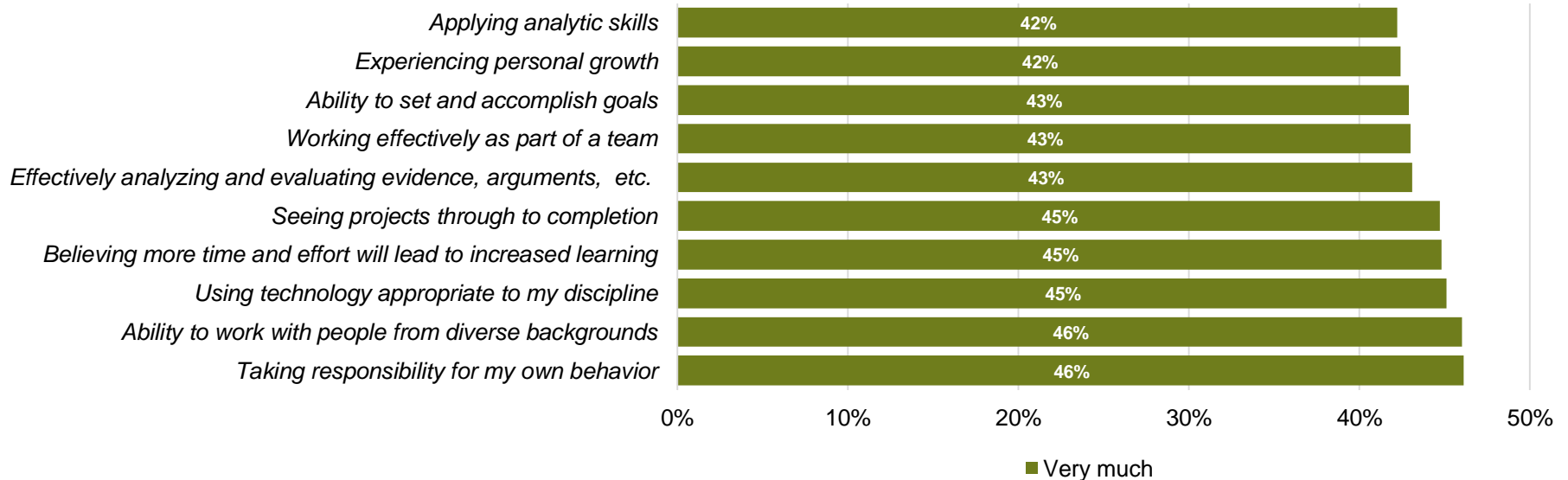# Knowledge, Skills, and Personal Development

The survey has 46 total question items about various goals:

- General education goals
  - 21 items
- Personal development goals
  - 17 items
- World view goals
  - 8 items

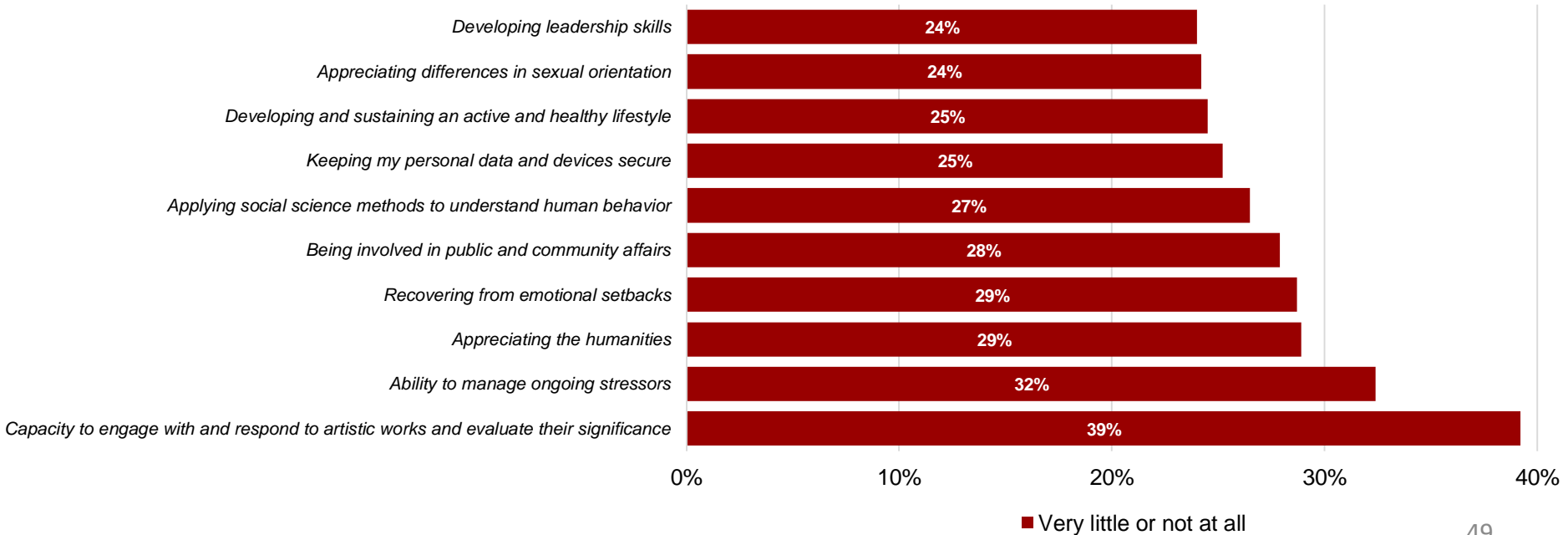- The following two slides show the highest and lowest rated goals.

# Knowledge, Skills, and Personal Development (cont.)

College education contributed "very much" to:

| | |
|---|---|
| Applying analytic skills | 42% |
| Experiencing personal growth | 42% |
| Ability to set and accomplish goals | 43% |
| Working effectively as part of a team | 43% |
| Effectively analyzing and evaluating evidence, arguments, etc. | 43% |
| Seeing projects through to completion | 45% |
| Believing more time and effort will lead to increased learning | 45% |
| Using technology appropriate to my discipline | 45% |
| Ability to work with people from diverse backgrounds | 46% |
| Taking responsibility for my own behavior | 46% |

0%   10%   20%   30%   40%   50%

■ Very much

# Knowledge, Skills, and Personal Development (cont.)

College education contributed "very little" or "not at all" to:

| | Very little or not at all |
|---|---|
| Developing leadership skills | 24% |
| Appreciating differences in sexual orientation | 24% |
| Developing and sustaining an active and healthy lifestyle | 25% |
| Keeping my personal data and devices secure | 25% |
| Applying social science methods to understand human behavior | 27% |
| Being involved in public and community affairs | 28% |
| Recovering from emotional setbacks | 29% |
| Appreciating the humanities | 29% |
| Ability to manage ongoing stressors | 32% |
| Capacity to engage with and respond to artistic works and evaluate their significance | 39% |

■ Very little or not at all

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# Global Satisfaction

# Global Satisfaction (cont.)

- Overall, students give positive ratings to NC State.
  - Over 80% of students report *they are confident that they made the right decision to attend NC State*.

- 80% or more of students believe NC State is meeting their intellectual, career, and personal growth needs.

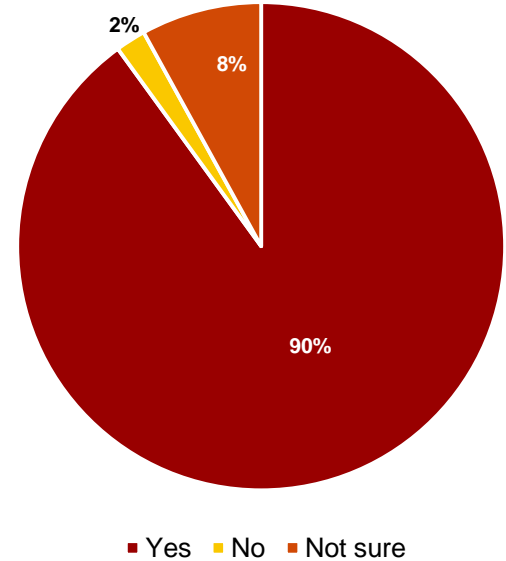- 90% of students would recommend NC State to a friend.

# Global Satisfaction (cont.)
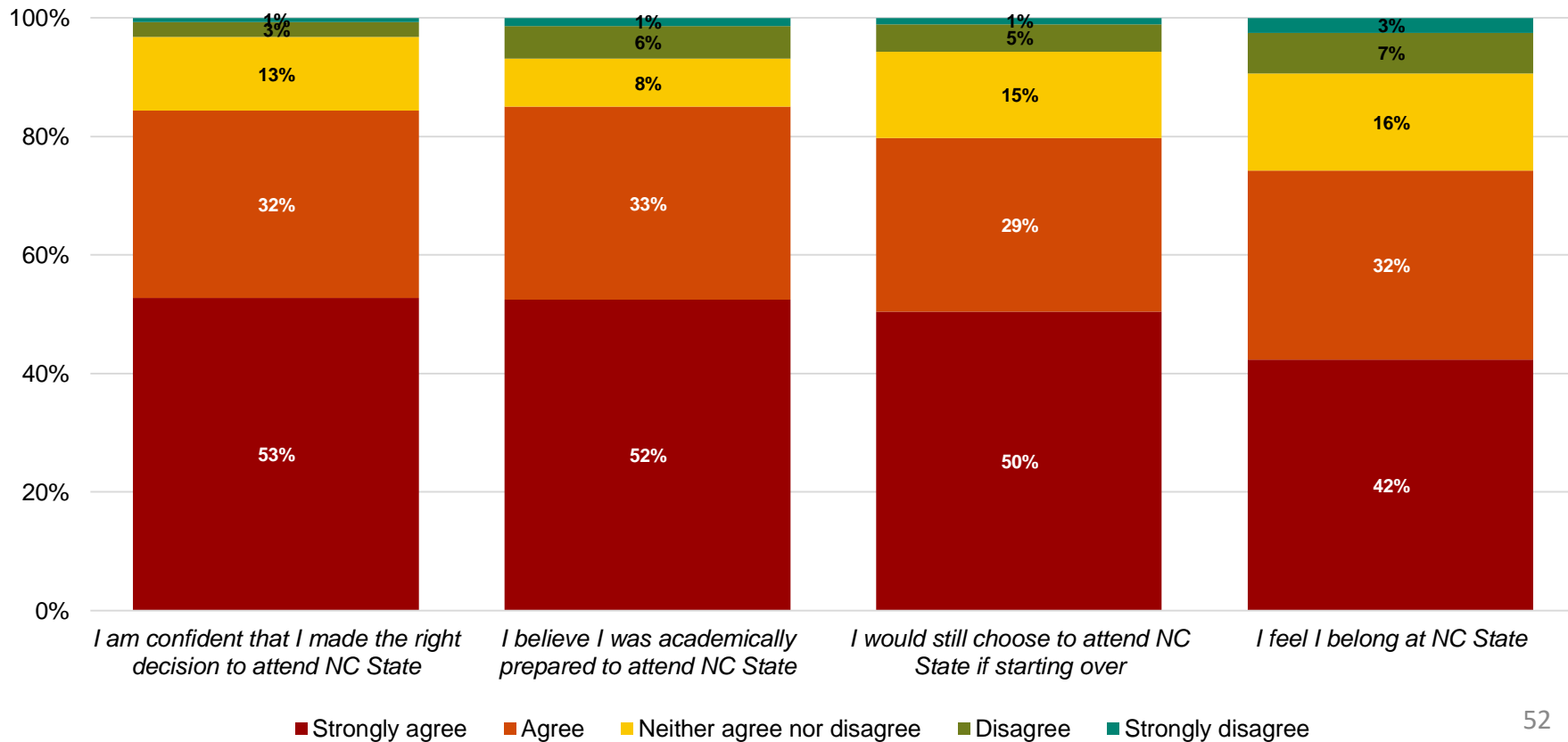
# Global Satisfaction (cont.)
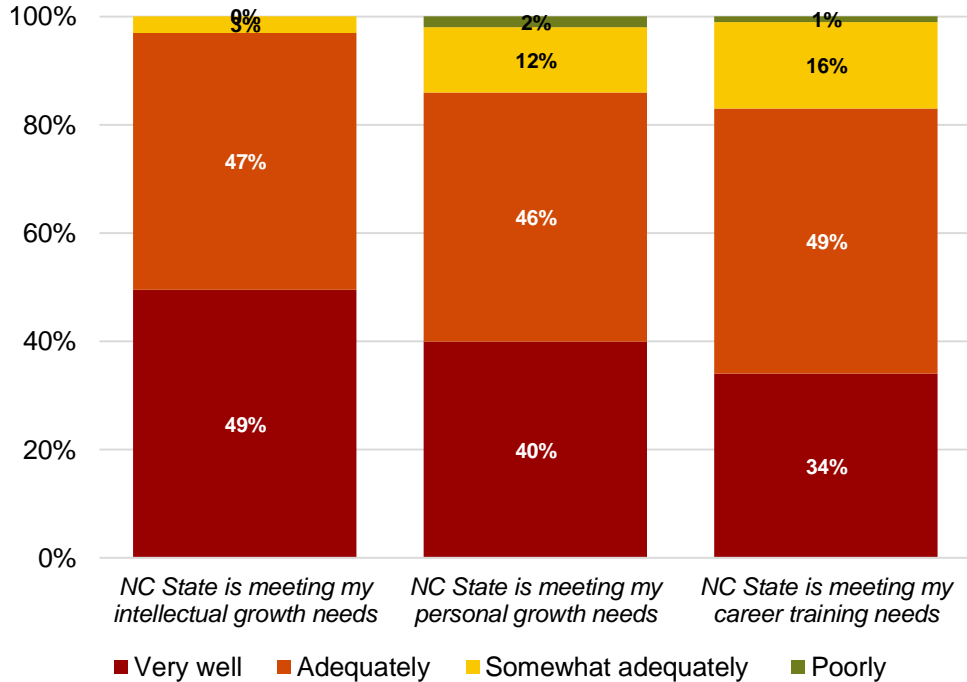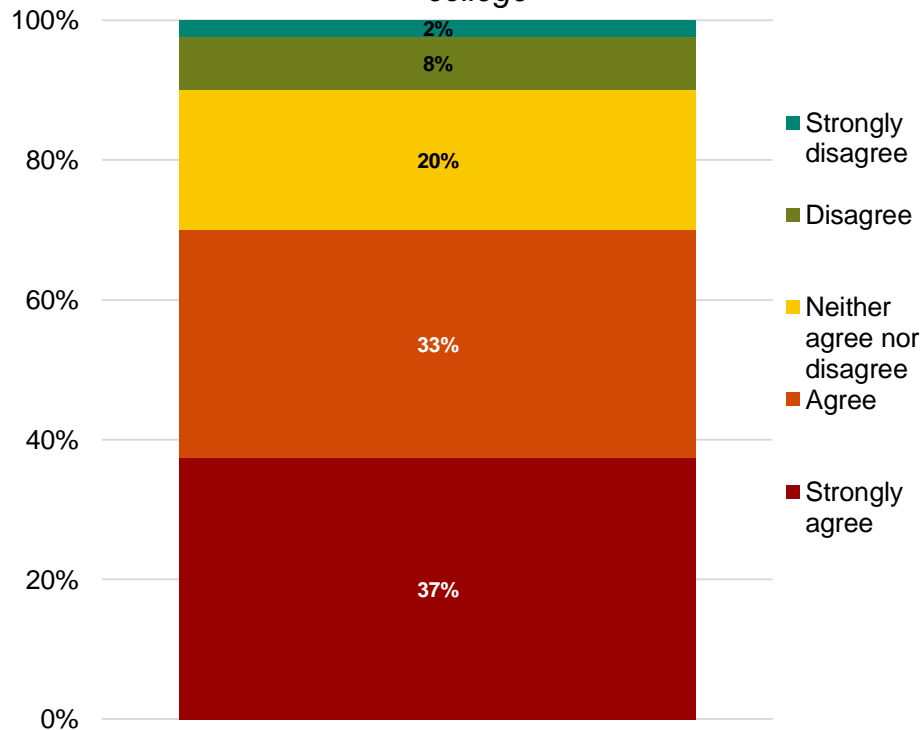


Recommend NC State to a Friend
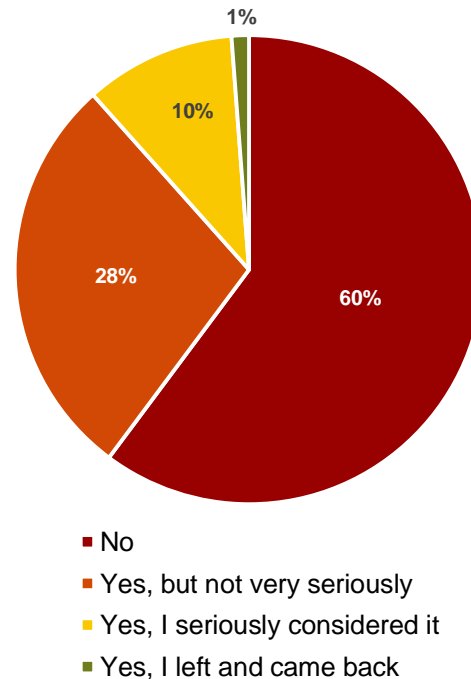
# Global Satisfaction (cont.)

But ….

- 1 in 10 sophomores said they "strongly disagree" or "disagree" that they *have the financial resources to finish college*

- 1 in 10 sophomores said they had seriously considered leaving NC State.

# Global Satisfaction (cont.)



*I will have the financial resources I need to finish college*

- Strongly disagree: 2%
- Disagree: 8%
- Neither agree nor disagree: 20%
- Agree: 33%
- Strongly agree: 37%



*Consider Leaving NC State*

- No: 60%
- Yes, but not very seriously: 28%
- Yes, I seriously considered it: 10%
- Yes, I left and came back: 1%

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**Thank you!**
**Questions? Comments?**

For more information contact:

Institutional Strategy and Analysis

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