

NC STATE UNIVERSITY

2025 Sophomore Survey Overall Results

Introduction

This overview report presents findings from all sophomore students participating in the 2025 Sophomore Survey. For information about the survey methods and analyses, a link to an interactive [dashboard](#) with college breakouts, and a copy of the survey instrument with exact wording, see [“2025 Sophomore Survey: Table of Contents.”](#)

The survey population consisted of NC State students meeting the following eligibility criteria:

- Currently enrolled (in Spring 2025)
- Completed a total of 45-59 credit hours prior to the start of Spring 2025¹
- Academic level of “sophomore”²
- Not first admitted in Spring 2025

Of the 2,918 eligible sophomores, 739 submitted usable surveys, for a response rate of 25.3%.

Overall Satisfaction

Satisfaction with NC State (Tables 1 and 2)

Sophomores’ overall satisfaction with NC State is high. Almost 85% of respondents “strongly agree” (50.6%) or “agree” (32.5) they are *confident they made the right decision to attend NC State*, and close to 80% said they “strongly agree” (49.0%) or “agree” (28.5%) that they *would still choose NC State if starting over*. In addition, the large majority of sophomores “strongly agree” (48.7%) or “agree” (33.3%) that they were *academically prepared to attend NC State*.

Close to nine-in-ten sophomore survey participants say they *would recommend NC State to a friend considering college* (88.9%)

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	50.6%	32.5%	11.5%	3.0%	2.4%	573
I would still choose to attend NC State if starting over	4.2	49.0%	28.5%	15.6%	4.2%	2.8%	572
I believe I was academically prepared to attend NC State	4.2	48.7%	33.3%	9.8%	7.0%	1.2%	571

¹ Note that this is total hours, so would include hours transferred from another institution, AP credit hours, etc.

² Because of this criterion, and the use of “total credit hours” completed, students who first enrolled in fall 2024 with enough AP credit hours to be classified as “sophomore” in their second semester are included in the survey population. This also means, however, that students who are in their 4th semester at NC State who entered with AP credit hours could now have more than 59 total credit hours, and as such are classified as “junior” and excluded from the population.

Table 2: Would recommend NC State to a friend

Would recommend NCSU to a friend considering college	%	N
No	3.8%	22
Not sure	7.3%	42
Yes	88.9%	512
Total	100.0%	576

Overall Education (Tables 3 and 4)

The large majority of sophomores give a favorable evaluation to the overall education they are receiving at NC State, with 42% saying it has been “excellent” and 51% saying “good.” When asked the extent to which NC State has been meeting various needs, sophomores give the most favorable rating to the extent to which it is meeting their *intellectual growth needs* (45.8% “very well” and 49.1% “adequately”) followed by their *personal growth needs* (39.9% “very well” and 49.7% “adequately”). While still overwhelmingly favorable, they give slightly lower ratings to the extent to which NC State is meeting their *career training needs*, with 82% saying it has done so “very well” (32.2% or “adequately” (50.2%))

Table 3: Evaluation of Overall Education Receiving at NC State

Evaluation of overall education receiving at NCSU	%	N
1: Poor	0.7%	4
2: Fair	6.4%	37
3: Good	50.9%	292
4: Excellent	42.0%	241
Total	100.0%	574

Table 4: How Well NC State is Meeting Needs

	Mean Rating	4: Very well	3: Adequately	2: Somewhat adequately	1: Poorly	Total (N)
NCSU is meeting intellectual growth needs	3.4	45.8%	49.1%	4.0%	1.0%	572
NCSU is meeting career training needs	3.1	32.2%	50.2%	15.7%	1.9%	572
NCSU is meeting personal growth needs	3.3	39.9%	49.7%	7.6%	2.8%	569

Withdrawal/Transfer from NC State (Tables 5-7)

Ninety-two percent of the sophomore respondents said they plan to complete their degree at NC State (91.5%). Close to 40% of the sophomore respondents, however, reported that they have considered withdrawing or transferring from NC State, with 11% “seriously considering” doing so and a small handful actually leaving NC State and then coming back (0.7%).

Potential and actual “leavers” were asked to describe in their own words their reason(s) for thinking about leaving. Most commonly mentioned were concerns related to their *academic program or curriculum* (23.7%). 16% of those who said they considered leaving cited *financial concerns* as the reason (15.9%), while 14% said being unhappy with *support / community* (e.g., the extent to which they felt part of a community) (13.5%) made them think about leaving. A sizeable number of those who said they had considered leaving or who had left and come back indicated that NC State had not been their first choice of schools to attend, and they were thinking about transferring to some *other institution* (9.7%)

Table 5: Educational Plans

Current educational plans?	%	N
Expect to transfer to another college or university for reasons unrelated to major	1.2%	7
Expect to transfer to another college or university in order to pursue desired major	1.7%	10
Expect to graduate from NC State, but take time off between semesters	1.6%	9
Expect to be continually enrolled at NC State until graduation	91.5%	530
Not sure about educational plans at this point	4.0%	23
Total	100.0%	579

Table 6: Considered leaving NC State before graduating

Ever consider withdrawing or transferring from NC State	%	N
No	62.4%	363
Yes, but not very seriously	25.9%	151
Yes, I seriously considered it	11.0%	64
Yes, I left and came back	0.7%	4
Total	100.0%	582

Table 7: Reasons for considering leaving NC State (among those who considered leaving or left and returned, n=142)*

	%	N
Academic Program / Curriculum	23.7%	49
Financial Concerns	15.9%	33
Support / Community	13.5%	28
Other Institution	9.7%	20
Fit	7.7%	16
Mental Health (e.g., depression, stress, anxiety)	5.3%	11
Campus Life (e.g., atmosphere, size, social life)	4.4%	9
Personal Matters (e.g., roommate, homesick)	3.4%	7
Class Environment (e.g., class size, instructors)	2.9%	6
Location	2.9%	6
Academic Performance	2.9%	6
Non-academic Opportunity	2.4%	5
Health	1.9%	4
Political Climate	1.9%	4
Academic Advising	0.5%	1
Diversity Issues	0.5%	1
Housing	0.5%	1

*Respondents could list more than one reason. While 142 respondents offered a comment, their responses yielded a total of 207 codes. The percentages reported in the table above are based on the 207 total codes.

Academic Environment and Faculty Contributions

Academic Environment (Tables 8-9)

Ratings on all items related to the academic environment at NC State were overwhelmingly positive. Close to 90% percent of respondents characterized the learning environment on NC State's campus as "excellent" (30.5%) or "good" (57.0%). More than one-third of sophomore "strongly agree" that that their *experiences at NC State have stimulated interest in an intended field of study* (35.0%). One-fourth or more of sophomores "strongly agree" that *they are encouraged to ask questions* (27.9%), *they are able to freely explore academic interests at NC State* (27.6%), and *they consider what they have been learning in their classes is valuable* (25.0%). Students were relatively less likely to "strongly agree" that *students are invited to share their ideas and knowledge* (22.2%) and that *students at NC State are given meaningful answers to questions they ask* (17.9%). In no case did more than ten percent of the respondents indicate dissatisfaction with any of these aspects of their academic experiences at NC State.

Table 8: Intellectual Environment

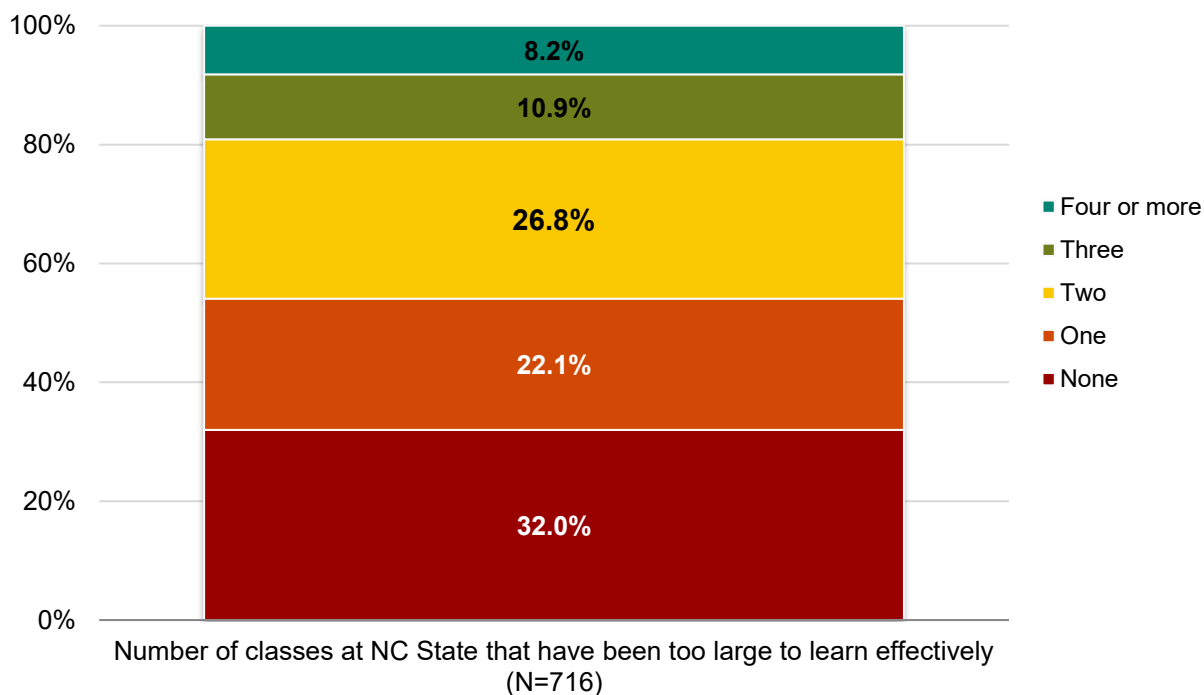
	Mean Rating	4: Excellent	3: Good	2: Fair	1: Poor	Total (N)
Characterization of learning environment on campus	3.2	30.5%	57.0%	10.2%	2.2%	717

Table 9: Academic Experiences

	Mean Rating	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Total (N)
What I have been learning in my classes is valuable	4.1	25.0%	61.5%	9.6%	3.2%	0.7%	717
My experiences at NC State have stimulated interest in an intended field of study	4.2	35.0%	51.2%	8.6%	4.5%	0.7%	717
I am able to freely explore my academic interests	4.0	27.6%	49.4%	14.8%	7.1%	1.1%	717
Students are encouraged to ask questions	4.0	27.9%	52.5%	15.1%	3.6%	0.8%	716
Students are given meaningful answers to the questions they ask	3.8	17.9%	54.3%	22.3%	3.8%	1.8%	717
Students are encouraged to share their ideas and knowledge	3.9	22.2%	55.0%	17.9%	3.9%	1.0%	716

Classroom Environment (Figure 1)

More than two-thirds of sophomore respondents reported that during their time at NC State they have had at least one *class that was too large to learn effectively* (68.0%) with about one-in-five indicating that they had three or more classes were too large to learn effectively (19.1%)

Figure 1: Class Size and Instructor's Spoken English

Satisfaction with Instruction (Table 10)

Over three-fourths of the sophomores said they were either “very satisfied” (12.6%) or “satisfied” (64.1%) with *instruction overall* at NC State. In addition, a majority gave positive ratings to each of the eight specific aspects of instruction asked about, and in no case did more than 17% indicate they were dissatisfied with any given aspect. Of the various aspects of instruction asked about, sophomores were most likely to be “very satisfied” or “satisfied” with *how carefully they explain the expectations of student performance in the course* (80.1%) and their instructors’ ability to *effectively use instructional technology in teaching/learning activities* (77.2%).

Respondents were most likely to report being “dissatisfied” or “very dissatisfied” with *how quickly [instructors] provide feedback on my work* (16.4%) and with the *extent to which instructors consider different learning styles* (15.3%).

Table 10: 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	11.3%	60.4%	23.2%	3.8%	1.4%	737
How carefully they explain the expectations of student performance in the course	3.9	15.3%	64.8%	15.6%	3.5%	0.8%	738
How well they explain course material	3.7	11.3%	58.3%	21.8%	7.2%	1.4%	737
The extent to which they encourage class discussion	3.7	14.8%	48.8%	28.6%	6.6%	1.1%	737
How effectively they use instructional technology in teaching and learning activities	3.9	19.3%	57.9%	17.0%	4.5%	1.4%	737
How quickly they provide feedback on my work	3.5	10.6%	44.4%	28.5%	14.8%	1.6%	736
The helpfulness of their feedback on my work	3.6	13.0%	47.4%	28.4%	10.1%	1.1%	736
The extent to which they consider different learning styles	3.4	10.9%	39.8%	33.1%	13.6%	2.7%	737
Overall satisfaction with instruction	3.8	12.6%	64.1%	17.7%	4.6%	1.0%	736

High Impact Experiences (Tables 11-13)

Sophomores were asked about a range of high impact experiences they may have had at NC State, and they extent to which those experiences contributed to their professional and personal growth. 71% of the sophomores indicated having had at least one of the 10 experiences asked about. Over one-third of the sophomores participating in the survey said they had *completed the pre-freshman year interdisciplinary course Wicked Problems Wolfpack Solutions* (36.2%) and just under one-third had *resided in a Living/Learning Village* (32.3%). About 10% had *participated in an entrepreneurship program or course* (11.7%), *received mentoring as a formal part of on-campus employment* (11.2%), *worked on a research/scholarly/creative project of a faculty member outside of course requirements* (10.2%), and *worked on an extension or public service project with a faculty member for course credit* (9.3%).

Regardless of the high impact experience, typically more than one-third of those with a given experience said it contributed “a great deal” to their professional growth, and three-fourths or more said it contributed at least “some” to all but three of the high impact experiences asked about. The high impact experiences that appear to be most impactful on a students’ professional growth, with about 45% or more of those with the experience saying it contributed “a great deal” to their professional growth were *taught or assisted in teaching a class or lab under the guidance of a faculty member* (73.9%), *mentoring as a formal part of on-campus employment* (55.0%), *participation in a study abroad program*,

research/internship abroad, or Collaborative Online International Learning course (46.3%), taking a research methods or CURE (course-based undergraduate research course (46.2%), worked on a research/scholarly/creative project with a faculty member outside of course requirements (45.7%), participation in an entrepreneurship program or course (40.2%). The high impact experiences that students indicated had the least impact on their professional growth were worked on an extension or public service project with a faculty member for course credit and resided in a Learning/Living Village, with one-fifth or more of those with the experience saying in contributed “not at all” to their professional development (25.0% and 20.6%, respectively).

Similarly, when asked about the impact of such experiences on their personal growth, for most of the experiences one-third or more indicated it had contributed “a great deal” to their such growth. Most likely to have contributed “a great deal” to students’ personal growth were participation in a study abroad program, research/internship abroad, or Collaborative Online International Learning course (78.0%), worked on an extension or public service project with a faculty member outside of course or program requirements (53.6%), taught or assisted in teaching a class or lab under the guidance of a faculty member (52.2%), received mentoring as a formal part of on-campus employment (47.5%), and worked on a research/scholarly/creative project with a faculty member outside of course requirements (45.1%). The high impact experience that students were most likely to say had impacted their personal growth “not at all” were completed the pre-freshmen year interdisciplinary course Wicked Problems Wolfpack Solutions (19.0%) and resided in a Living/Learning Village (15.5%).

In comparing the perceived impact of participation in high impact experiences on professional versus personal growth, there are some notable differences. The following experiences were more impactful on personal compared to professional growth: participation in a study abroad program, research/internship abroad or Collaborative Online International Learning course; worked on an extension or public service project with a faculty member for course credit; and worked on extension or public service project with a faculty member outside of course or program requirements. The experience that was notably more impactful on professional growth compared to personal growth was taught or assisted in teaching a class or lab under the guidance of a faculty member.

Table 11: Participation in High Impact Experiences (N=737)

Experience	Yes – Had Experience	
	%	N
Worked on a research/scholarly/creative project with a faculty member outside of course requirements	10.2%	75
Worked on an extension or public service project with a faculty member outside of course or program requirements	8.3%	61
Worked on an extension or public service project with a faculty member for course credit (e.g., Service-learning)	9.3%	68
Taught or assisted in teaching a class or lab under the guidance of a faculty member	3.4%	25
Took a research methods or CURE (course-based undergraduate research) course	7.3%	54
Completed the pre-freshman year interdisciplinary course Wicked Problems Wolfpack Solutions	36.2%	267
Participated in an entrepreneurship program or course	11.7%	86
Participated in a study abroad program, research/internship abroad, or COIL (Collaborative Online International Learning) course	6.1%	45
Received mentoring as a formal part of on-campus employment (PEP program, campus job, etc.)	11.2%	82
Resided in a Living/Learning Village	32.3%	237

Table 12: Contribution of High Impact Experiences to Professional Growth (among those with experience)

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
Contribution to professional growth: Worked on a research/scholarly/creative project with a faculty member outside of course requirements	3.2	45.7%	35.7%	14.3%	4.3%	70
Contribution to professional growth: Worked on an extension or public service project with a faculty member outside of course or program requirements	3.0	35.7%	42.9%	10.7%	10.7%	56
Contribution to professional growth: Worked on an extension or public service project with a faculty member for course credit (e.g., Service-learning)	2.6	17.9%	44.6%	12.5%	25.0%	56
Contribution to professional growth: Taught or assisted in teaching a class or lab under the guidance of a faculty member	3.7	73.9%	21.7%	0.0%	4.3%	23
Contribution to professional growth: Took a research methods or CURE (course-based undergraduate research) course	3.3	46.2%	38.5%	13.5%	1.9%	52
Contribution to professional growth: Completed the pre-freshman year interdisciplinary course Wicked Problems Wolfpack Solutions	2.6	20.2%	37.6%	25.5%	16.7%	263
Contribution to professional growth: Participated in an entrepreneurship program or course	3.1	40.2%	34.1%	24.4%	1.2%	82
Contribution to professional growth: Participated in a study abroad program, research/internship abroad, or COIL (Collaborative Online International Learning) course	3.4	46.3%	48.8%	4.9%	0.0%	41
Contribution to professional growth: Received mentoring as a formal part of on-campus employment (PEP program, campus job, etc.)	3.4	55.0%	36.3%	5.0%	3.8%	80
Contribution to professional growth: Contribution to professional growth: Resided in a Living/Learning Village	2.6	21.0%	35.6%	22.7%	20.6%	233

Table 13: Contribution of High Impact Experiences to Personal Growth (among those with experience)

	Mean Rating	4: A great deal	3: Some	2: A little	1: Not at all	Total (N)
Contribution to personal growth: Worked on a research/scholarly/creative project with a faculty member outside of course requirements	3.3	45.1%	39.4%	14.1%	1.4%	71
Contribution to personal growth: Worked on an extension or public service project with a faculty member outside of course or program requirements	3.3	53.6%	28.6%	14.3%	3.6%	56
Contribution to personal growth: Worked on an extension or public service project with a faculty member for course credit (e.g., Service-learning)	2.9	35.7%	32.1%	19.6%	12.5%	56
Contribution to personal growth: Taught or assisted in teaching a class or lab under the guidance of a faculty member	3.4	52.2%	43.5%	0.0%	4.3%	23
Contribution to personal growth: Took a research methods or CURE (course-based undergraduate research) course	3.1	36.5%	42.3%	15.4%	5.8%	52
Contribution to personal growth: Completed the pre-freshman year interdisciplinary course Wicked Problems Wolfpack Solutions	2.5	17.9%	37.3%	25.9%	19.0%	263
Contribution to personal growth: Participated in an entrepreneurship program or course	2.9	30.5%	37.8%	24.4%	7.3%	82
Contribution to personal growth: Participated in a study abroad program, research/internship abroad, or COIL (Collaborative Online International Learning) course	3.8	78.0%	19.5%	2.4%	0.0%	41
Contribution to personal growth: Received mentoring as a formal part of on-campus employment (PEP program, campus job, etc.)	3.3	47.5%	38.8%	12.5%	1.3%	80
Contribution to personal growth: Resided in a Living/Learning Village	2.8	29.2%	37.8%	17.6%	15.5%	233

Academic Advising (Tables 14-17; Figures 2-3)

A majority of sophomores (61.0%) said their primary source of academic advising is “a professional advisor in my department or college,” while one-fifth (20.1%) said their primary source for advising is a “faculty member in their department.” A small portion of respondents indicated that their primary source for academic advising is from NC State’s Virtual Advising Center (10.8%) or a “centralized or campus-wide advising service” (3.4%).

Table 15 displays the distribution of types of advising by college. Students in University College (78.6%), the College of Education (72.2%) and Wilson College of Textiles (70.4%) were most likely to have said they have a professional advisor. Students in the College of Design were most likely to report having a faculty member in their department as an advisor (60.0%).

Table 14: Primary Source for Academic Advising

Primary source for academic advising during your sophomore year	%	N
Faculty member in my department	20.1%	143
Professional advisor in my department or college	61.0%	434
Centralized or campus-wide advising service (with face-to-face contact)	3.4%	24
NC State provided web-based advising site (i.e., Virtual Advising Center)	10.8%	77
Other	4.8%	34
Total	100.0%	712

Table 15: Primary Source for Academic Advising, by College

College	Primary source for academic advising during your sophomore year (collapsed)			Total	N
	Faculty member in my department	Professional advisor in my department or college	Other		
CALS	24.2%	63.7%	12.1%	17.4%	124
Design	60.0%	33.3%	6.7%	2.1%	15
CED	16.7%	72.2%	11.1%	2.5%	18
COE	15.9%	52.4%	31.8%	23.9%	170
CNR	30.9%	58.2%	10.9%	7.7%	55
HSS	20.4%	63.0%	16.7%	15.2%	108
COS	22.0%	68.1%	9.9%	12.8%	91
TEX	14.8%	70.4%	14.8%	3.8%	27
PCOM	12.9%	54.8%	32.3%	8.7%	62
UC	7.1%	78.6%	14.3%	5.9%	42
Total	20.1%	61.0%	19.0%	100.0%	712

Three-fourths of the sophomores participating in the survey “strongly agree” (27.7%) or “agree” (48.1%) that they *have had access to academic advising services that enabled them to progress towards their degree*, and just over 70% said they were either “very satisfied” (28.0%) or “satisfied” (43.9%) with *academic advising overall*.

When asked about various specific aspects of their advising experience, at least half of respondents indicated they were at least “satisfied,” and in no case did more than 15% say they were “dissatisfied” or “very dissatisfied” with any given aspect of advising. Respondents were most likely to be “very satisfied” with the *accessibility of their primary advisor* (33.7%), their *advisor helping them to understand degree requirements and course sequencing for their major or major of interest* (32.7%), and their *advisor’s knowledge about general education and other degree requirements* (32.2%)

Respondents were most likely to report being either “dissatisfied” or “very dissatisfied” with their *advisor helping them to learn more about high-impact experiences that complement their major/degree program* (14.1%), and their *advisor helping them get familiar with academic programs in which they might be or are interested* (13.3%).

Table 16: 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 have had access to academic advising services that enabled me to successfully progress towards receiving my degree.	3.9	27.7%	48.1%	16.0%	6.3%	1.8%	711

Table 17: Satisfaction with Academic Advising

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Accessibility of my primary advisor	4.0	33.7%	41.9%	14.6%	7.1%	2.7%	694
The amount of time my advisor spends with me	3.8	24.6%	39.3%	25.2%	8.1%	2.7%	694
Advisor's concern with my academic success	3.8	29.8%	36.4%	25.3%	5.9%	2.6%	692
Advisor talking with me about my academic progress	3.8	29.7%	37.8%	21.7%	7.5%	3.3%	691
Advisor helping me to be aware of and understand relevant campus policies and procedures	3.8	24.4%	39.0%	26.7%	7.5%	2.5%	693
Advisor helping me get familiar with academic programs (majors, minors, certificates) in which I might be or am interested	3.8	29.7%	35.1%	21.9%	9.5%	3.8%	693
Advisor helping me to understand degree requirements and course sequencing for my major or major of interest	3.9	32.7%	40.2%	17.2%	6.9%	3.0%	692
Advisor's knowledge about general education and other degree requirements	4.0	32.3%	43.5%	16.4%	5.7%	2.1%	682
Advisor providing me with information about whom to contact with academic problems or concerns	3.9	29.0%	41.6%	22.0%	5.7%	1.6%	682
Advisor providing me with information about whom to contact with non-academic problems or concerns	3.8	25.1%	40.4%	26.8%	5.3%	2.4%	680
Advisor helping me think about post-graduation options (e.g., employment, graduate school)	3.6	20.3%	31.6%	36.8%	8.2%	3.1%	680
Advisor helping me to learn more about high-impact experiences that complement my major/degree program (e.g., co-op, internship, research, global experience)	3.6	21.8%	31.9%	32.2%	10.1%	4.0%	680
Advisor helping me to understand and develop a clear path to achieve my career goals	3.7	23.1%	39.0%	26.0%	9.0%	2.9%	680
Academic advising overall	3.9	28.0%	43.9%	17.2%	7.2%	3.7%	676

Sense of Community

Sense of Community (Tables 18-22)

Three-fourths of those participating in the Sophomore Survey “strongly agree” (40.3%) or “agree” (35.2%) that they feel like they *belong at NC State*. However, one-in-ten respondents disagree, 3% of them “strongly.”

Table 18: Sense of belonging at NC State

	Mean Rating	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Total (N)
I feel I belong at NC State	4.0	40.3%	35.2%	14.5%	6.8%	3.2%	571

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. Three-fourths say it is “very important” to them to experience a sense of belonging to *small groups* (75.4%). They are next most likely to say it is very important to have a sense of belonging in their *academic major or college* (55.3%), followed by *NC State overall* (50.5%), and lastly to *formal organizations* (44.0%). Just over 15% say it is “slightly” or “not at all important” to experience a sense of belonging to *formal organizations* (13.3% and 3.0%, 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* (62.4% “a great deal”). While about three-fourths feel at least “some” sense of belonging to each of the other groups asked about, only about one-third or less say they feel that to “a great deal.”

Tables 19 through 22 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 (74.1%). While still a majority, sophomores who say it is “very important” to feel a sense of belonging to *formal organizations* are slightly less likely to say they have achieved that sense of belonging to “a great deal” (57.8%). Sophomores to whom it is “very important” to have a sense of belonging to NC State overall are slightly less likely to actually feel “a great deal” that they actually belong (47.8%). 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*, close to one-in-five of them say they have achieved such a sense of belonging either only “a little” or “not at all” (18.8%).

Table 19: Sense of Belonging: NC State overall

Importance of belonging to: With NC State overall	Sense of belonging in: With NC State overall				Total	N
	4: A great deal	3: Somewhat	2: A little	1: Not at all		
4: Very important	47.8%	40.1%	8.0%	4.2%	50.5%	289
3: Moderately important	19.5%	57.7%	18.6%	4.2%	37.6%	215
2: Not very important	3.8%	28.3%	52.8%	15.1%	9.3%	53
1: Not at all important	6.7%	13.3%	13.3%	66.7%	2.6%	15
Total	32.0%	44.9%	16.3%	6.8%	100.0%	572

Table 20: Sense of Belonging: Formal Organizations at NC State

Importance of belonging to: In formal organizations (e.g., student organizations, athletic groups)	Sense of belonging in: In formal organizations (e.g., student organizations, athletic groups)				Total	N
	4: A great deal	3: Somewhat	2: A little	1: Not at all		
4: Very important	57.8%	28.3%	10.8%	3.2%	44.0%	251
3: Moderately important	18.6%	58.8%	16.8%	5.8%	39.6%	226
2: Not very important	3.9%	25.0%	43.4%	27.6%	13.3%	76
1: Not at all important	5.9%	17.6%	11.8%	64.7%	3.0%	17
Total	33.5%	39.6%	17.5%	9.3%	100.0%	570

Table 21: Sense of Belonging: Academic College or Major

Importance of belonging to: In your academic college or major	Sense of belonging in: In your academic college or major				Total	N
	4: A great deal	3: Somewhat	2: A little	1: Not at all		
4: Very important	44.4%	36.8%	14.0%	4.8%	55.3%	315
3: Moderately important	12.8%	59.6%	20.2%	7.4%	35.6%	203
2: Not very important	4.9%	31.7%	46.3%	17.1%	7.2%	41
1: Not at all important	.	9.1%	.	90.9%	1.9%	11
Total	29.5%	44.0%	18.2%	8.2%	100.0%	570

Table 22: Sense of Belonging: Small Groups (e.g., with friends) at NC State

Importance of belonging to: In small groups (e.g., with friends)	Sense of belonging in: In small groups (e.g., with friends)				Total	N
	4: A great deal	3: Somewhat	2: A little	1: Not at all		
4: Very important	74.1%	18.2%	6.1%	1.6%	75.4%	429
3: Moderately important	32.4%	53.7%	12.0%	1.9%	19.0%	108
2: Not very important	9.1%	22.7%	54.5%	13.6%	3.9%	22
1: Not at all important	.	20.0%	.	80.0%	1.8%	10
Total	62.4%	25.1%	9.0%	3.5%	100.0%	569

Student Services

Services Outside the Classroom (Tables 23-287)

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* (93.6%) and *library services overall* (92.9%) and most likely to be “dissatisfied” or “very dissatisfied” with *opportunities to be involved with faculty on their research* (17.8%) and *availability of wireless access on campus* (17.6%).

Academic Assistance and Tutoring: Over 70% of sophomores indicated they were “very satisfied” (21.4%) or “satisfied” (50.4%) 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* (65.3%). They were least likely to be “very satisfied” or “satisfied” with academic assistance or tutoring in *foreign language* (33.4%).

Table 23: 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)
Satisfaction w/ the availability of academic assistance or tutoring services on campus	3.9	21.4%	50.4%	22.6%	3.9%	1.6%	561
<i>Satisfaction with academic assistance/tutoring in:</i>							
Writing	3.6	15.3%	35.2%	46.6%	1.3%	1.7%	236
Reading	3.4	10.3%	31.0%	53.7%	3.0%	2.0%	203
Mathematics	3.7	18.1%	47.2%	24.3%	7.5%	2.9%	375
Science	3.6	12.6%	48.7%	28.0%	6.7%	3.9%	357
Foreign language	3.4	12.2%	21.2%	62.4%	2.6%	1.6%	189
Study skills	3.6	13.4%	40.1%	42.0%	2.6%	1.9%	269

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

Research Support: About 60% of respondents indicated they were either “very satisfied” (13.4%) or “satisfied” (47.2%) 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 close to one-fifth being either “dissatisfied” (13.0%) or “very dissatisfied” (4.8%).

Table 24: 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 actively involved with faculty on their research	3.3	9.5%	34.3%	38.4%	13.0%	4.8%	440
Access to up-to-date facilities such as labs, studios, and research centers	3.6	13.4%	47.2%	28.7%	6.6%	4.0%	470

* excludes 'don't know/not applicable' responses

Library: Library services received the highest ratings of all academic service areas evaluated – over 90% of sophomores indicated being either “very satisfied” (39.6%) or “satisfied” (53.3%) 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* (93.6%). Of the library services asked about, respondents were most likely to be “dissatisfied” or “very dissatisfied” with *space for individual work* (10.4%) and *space for group work* (9.0%).

Table 25: 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	33.6%	56.0%	8.9%	0.8%	0.7%	604
Space for individual student work	3.9	29.1%	49.0%	11.5%	8.1%	2.3%	653
Space for group work	4.0	28.4%	49.8%	12.7%	6.8%	2.2%	644
Effectiveness of library training and workshops	3.9	24.7%	48.5%	24.0%	1.7%	1.2%	421
Access to online library resources	4.2	33.1%	55.1%	10.1%	0.9%	0.9%	583
Hours of operation	4.3	41.0%	52.6%	3.9%	1.7%	0.8%	639
Effectiveness of library resources and services in improving my learning experience	4.2	31.9%	54.7%	12.1%	0.5%	0.8%	605
Access to technology and technical assistance	4.2	33.4%	56.0%	8.9%	0.8%	0.8%	596
Library services overall	4.3	39.6%	53.3%	6.2%	0.5%	0.5%	647

Information Technology: Respondents gave consistently high ratings to information technology services available on campus, with between 63% and 81% percent of respondents indicating they were “very satisfied” or “satisfied” with the individual services asked about. Sophomores were most likely to indicate being “very satisfied” or “satisfied” with *availability of equipment to meet needs* (81.3%) and *availability of software to meet needs* (80.8%). For only two IT services asked about did more than 10% of sophomores express dissatisfaction: *availability of wireless access on campus* (17.6% “dissatisfied” or “very dissatisfied”) and online course management system(s) used in my classes (10.7%).

Table 26: Satisfaction with Information Technology Services

	Mean Rating	5: Very satisfied	4: Satisfied	3: Neither satisfied nor dissatisfied	2: Dissatisfied	1: Very dissatisfied	Total (N)
Training on the technology that I need to use	3.7	14.8%	50.3%	28.0%	5.4%	1.5%	465
Assistance from the Help Desk and Walk-in Center in solving my technology problems	3.9	21.2%	53.8%	22.6%	1.2%	1.2%	420
Availability of equipment to meet my needs	4.0	22.0%	59.3%	15.8%	1.7%	1.2%	481
Availability of software to meet my needs	3.9	19.6%	61.2%	14.8%	2.9%	1.4%	485
Availability of wireless access on campus	3.6	16.5%	46.9%	19.0%	13.3%	4.3%	557
Online course management system(s) used in my classes (e.g., Moodle)	3.8	19.4%	54.6%	15.4%	7.3%	3.4%	592
Effectiveness of information technology in improving my learning experience	3.9	17.2%	56.6%	22.2%	3.1%	0.9%	553
Access to information and resources to help keep my personal data and devices secure	3.9	17.3%	60.3%	19.9%	1.5%	1.1%	549
Information technology services overall	3.9	16.7%	60.7%	19.3%	2.4%	0.9%	575

Career Services: Almost three-fourths of respondents said they were “very satisfied” (16.8%) or “satisfied” (53.3%) with *career services overall*. Respondents reported being highly satisfied with *helpfulness of staff*, with 80% indicating they were “very satisfied” (21.5%) or “satisfied” (58.7%). Fewer than 8% indicated they were dissatisfied with any of the specific aspects of career services asked about.

Table 27: 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	21.5%	58.7%	16.8%	1.8%	1.1%	446
Information on internships, co-ops, and other career-related experiences	3.8	17.2%	53.2%	22.3%	5.3%	2.1%	476
Access to employment opportunities (e.g., career fairs, interviews, ePACK, job listings)	3.9	20.3%	53.7%	19.5%	4.7%	1.8%	512
Assistance with resume preparation, interviewing skills, job search strategies, salary negotiations, etc.	3.9	22.6%	50.0%	22.4%	3.0%	2.0%	460
Availability of career resources online (e.g., ePACK, video tutorials, career assessments)	3.9	20.0%	52.2%	23.2%	3.2%	1.5%	475
Information on what employers look for (e.g., Career Readiness Competencies: leadership, teamwork, written/oral communication)	3.8	18.2%	50.0%	25.9%	4.4%	1.5%	456
Assistance with determining career goals, exploring careers, and making career decisions	3.8	17.3%	50.9%	25.2%	5.3%	1.3%	456
Career services overall	3.8	16.8%	53.3%	26.2%	2.5%	1.2%	512

Bookstore: While three-fourths of sophomores “strongly agree” (20.9%) or “agree” (53.2%) that *NC State Bookstores provides textbooks, computer supplies, and other course materials in a timely manner*, just over one-in-ten disagree (11.4%)

Table 28: Satisfaction with Campus Bookstore

	Mean Rating	5: Strongly agree	4: Agree	3: Neither agree nor disagree	2: Disagree	1: Strongly disagree	Total (N)
NC State Bookstores provides textbooks, computer supplies, and other course materials in a timely manner.	3.8	20.9%	53.2%	14.5%	7.9%	3.5%	579

Non-Academic Service Areas (Tables 29-30)

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 7% to 38% of respondents saying they were “very satisfied” with a particular non-academic service. About three-fourths or more of sophomores were either “very satisfied” or “satisfied” with *wellness recreation* (86.7%), *Wolfline* (74.7%), and the *Academic Success Center* (74.1%). Over 45% of respondents said they were “dissatisfied” (26.2%) or “very dissatisfied” (20.7%) with *parking*. In addition, 15% or more of respondents were “dissatisfied” or “very dissatisfied” with *financial aid application/award process* (20.9%), *NC State Dining* (19.7%), *financial aid disbursement process* (15.8%) and *University Housing and/or Living-Learning Villages/Initiatives* (15.6%)

With a single exception, the ratings for the quality of staff working in a given area were consistently more favorable than for the actual services provided. While students were most likely to be “very satisfied” with staff in *Wellness Recreation* (36.4%), this was the only area that did not get more favorable ratings for staff compared to the services provided. The staff who got the next most favorable rating were those in *NC State Dining*, with 30% of respondents being “very satisfied” (30.3%). Notably, the difference in ratings for the services offered and the staff working in the area was largest for *NC State Dining*. Sophomores were least likely to be satisfied with staff working in *NC State Transportation: Parking*, with one-fourth saying they were either “dissatisfied” (10.6%) or “very dissatisfied” (14.9%).

Table 29: 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	3.4	14.3%	40.6%	24.2%	12.4%	8.5%	483
Financial Aid: Disbursement process	3.5	17.2%	38.9%	28.0%	8.9%	6.9%	447
Cashier/Student Accounts/Billing Office	3.6	13.8%	47.7%	29.7%	5.9%	2.9%	491
Registrar's Office	3.6	13.0%	45.8%	33.8%	5.1%	2.3%	432
NC State Bookstores	3.7	14.6%	51.3%	24.2%	6.7%	3.2%	563
Student Health Services	3.7	20.5%	46.0%	20.9%	8.6%	4.0%	454
Counseling Center (personal, interpersonal, or psychological)	3.6	17.8%	36.6%	33.9%	8.1%	3.7%	298
University Housing and/or Living-Learning Villages/Initiatives	3.6	13.2%	49.5%	21.6%	10.5%	5.1%	551
Wellness and Recreation	4.2	37.7%	49.0%	10.1%	2.5%	0.7%	565
NC State Dining	3.4	13.6%	41.9%	24.8%	13.6%	6.1%	609
NC State Transportation: Wolfline	3.8	21.9%	52.8%	15.1%	8.1%	2.1%	570
NC State Transportation: Parking	2.7	6.8%	23.3%	22.9%	26.2%	20.7%	484
University Police Department	3.6	15.3%	41.4%	32.9%	5.7%	4.8%	353
Academic Success Center	3.9	20.7%	53.4%	21.6%	2.2%	2.2%	416
Disability Resource Office	3.7	20.4%	35.4%	39.6%	2.9%	1.7%	240

* excludes 'no experience to judge' responses

Table 30: 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	3.7	19.8%	42.3%	29.2%	3.8%	5.0%	343
Financial Aid: Disbursement process	3.7	19.6%	40.4%	31.2%	4.9%	4.0%	327
Cashier/Student Accounts/Billing Office	3.8	22.3%	43.4%	25.7%	4.8%	3.8%	373
Registrar's Office	3.8	19.2%	46.5%	29.1%	2.4%	2.7%	333
NC State Bookstores	3.9	24.1%	53.1%	17.6%	3.1%	2.0%	510
Student Health Services	3.9	26.1%	47.6%	17.8%	5.3%	3.2%	437
Counseling Center (personal, interpersonal, or psychological)	3.8	26.1%	38.3%	29.2%	4.1%	2.4%	295
University Housing and/or Living-Learning Villages/Initiatives	3.9	24.2%	50.9%	16.8%	4.7%	3.5%	513
Wellness and Recreation	4.2	36.4%	50.7%	11.6%	0.9%	0.4%	527
NC State Dining	4.0	30.3%	46.3%	15.8%	4.9%	2.8%	575
NC State Transportation: Wolfline	4.0	28.5%	50.5%	14.3%	5.3%	1.5%	547
NC State Transportation: Parking	3.1	10.8%	32.0%	31.7%	10.6%	14.9%	388
University Police Department	3.7	23.4%	40.5%	26.8%	5.0%	4.4%	321
Academic Success Center	4.0	27.2%	49.9%	18.5%	2.3%	2.1%	383
Disability Resource Office	3.8	25.1%	39.0%	33.3%	0.9%	1.7%	231

* excludes 'no experience to judge' responses

Support for Non-Academic Crisis or Issue (Tables 31-33)

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 (19.3%). Over 15% of sophomores, however, 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 (16.2%). 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* (57.1%), or that they *thought they could solve it on their own* (48.6%). However, close to half did not seek out help because they *didn't think there was really anything that anyone at NC State could do to help* (47.6%), one-third because they were *uncomfortable asking for support* (34.3%), and over one-fourth because they *didn't know who to ask* (28.6%).

Among those who did ask someone at NC State for help with their non-academic issue, close to three-fourths said they felt supported either "a great deal" (38.4%) or "some" (35.2%). Less than 10% of those who sought help said they felt supported "not at all" (7.2%).

Table 31: Ever asked NC State unit for support when navigating a non-academic issue/crisis

Ever asked for support from NC State when navigating a non-academic issue/crisis?	%	N
No - never needed to	60.0%	388
No - did have an issue/crisis, but did not ask anyone at NC State for support	16.2%	105
Yes	19.3%	125
Prefer not to respond	4.5%	29
Total	100.0%	647

Table 32: 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)
To what extent felt supported in dealing with the issue/crisis (among those asking for support)	3.0	38.4%	35.2%	19.2%	7.2%	125

Table 33: 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 = 105)

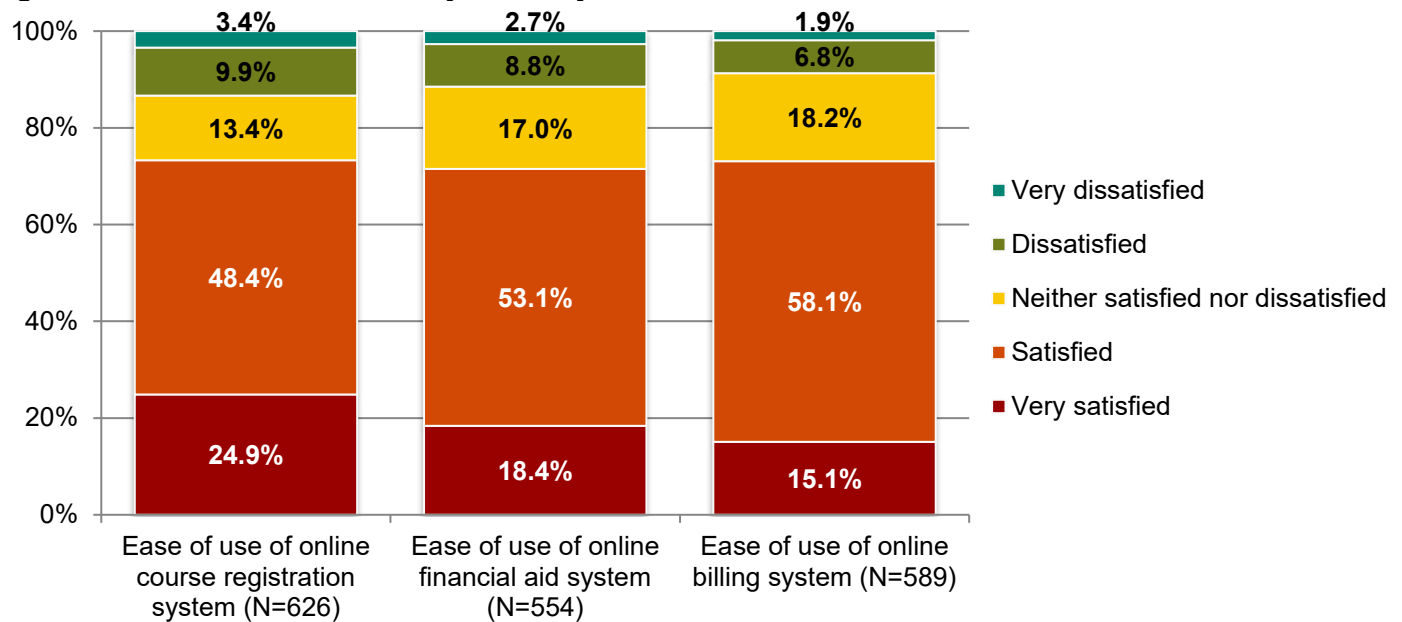
	%	N
Didn't know who to ask	28.6%	30
Was uncomfortable asking for support	34.3%	36
Sought help from someone outside of NC State	36.2%	38
Relied on friends/family for support	57.1%	60
Didn't think there was really anything that anyone at NC State could do to help	47.6%	50
Thought I could resolve the issue/crisis on my own	48.6%	51
Other	2.9%	3

*respondents could select more than one reason

University Online Systems (Figure 2)

Respondents were asked to indicate their satisfaction with the ease of use of several of the university's online systems. Ratings were fairly consistent, with close to three-fourths saying they were at least "satisfied" with the *course registration system* (73.3%), the *billing system* (73.2%), and the *financial aid system* (71.5%).

Figure 2: Satisfaction with University Online Systems



Financial Aid (Table 34; Figures 3-4)

While the majority of respondents were confident they will have the financial resources to finish their undergraduate program, almost 15% “disagree” (10.5%) or “strongly disagree” (3.7%) that they will be able to do so, and another 18% appear uncertain (responding “neither agree nor disagree” [17.7%]).

A majority of respondents said they have received some type of financial aid (e.g., scholarships, grants, loans, work-study) while at NC State (57.5%). Four-fifths of those receiving aid reported being “very satisfied” (29.1%) or “moderately satisfied” (50.7%) with their aid package. Large majorities of those receiving aid gave favorable ratings to the customer service skills of the financial aid staff, with about one-third of those respondents giving a rating of “excellent” to *advisor staff* (32.0%), *reception staff* (31.1%), and *phone staff* (30.1%).

Table 34: 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	3.8	33.5%	34.7%	17.7%	10.5%	3.7%	571

Figure 3: Satisfaction with Financial Aid Package

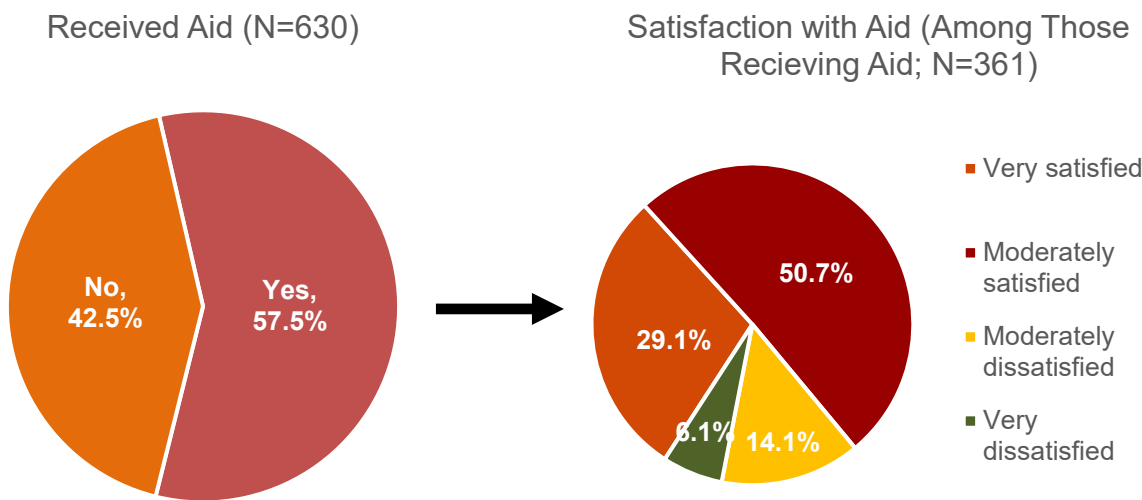
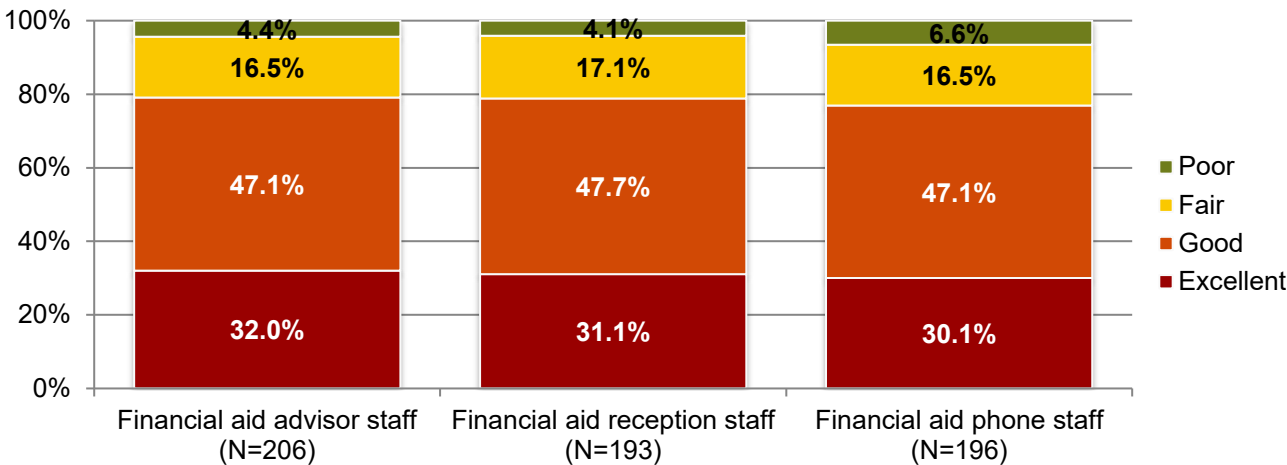


Figure 4: Customer Service Skills of Financial Aid Staff (among those receiving financial aid)



Knowledge, Skills, and Personal Development (Tables 35-37)

This section of the report focuses on respondents’ perceptions of how well NC State has contributed to their academic and personal development. The 33 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 believing that NC State had contributed significantly to their development of various general education goals. Over 75% said NC State contributed “very much” or “somewhat” to all but three of the 14 general education goals asked about. Sophomores were most likely to say that NC State contributed “very much” to their *ability to plan and carry out projects independently* (37.8%), *solving real world problems by applying imagination, creativity, and/or knowledge and skills from multiple disciplines* (37.4%), *considering all options and their consequences when solving a problem or addressing an issue* (35.5%), and *effectively analyzing and evaluating evidence, arguments, claims and beliefs* (35.1%)

Respondents were most likely to think their education contributed “not at all” to *engaging with and responding to artistic works* (19.8%), *appreciating the humanities* (10.3%), and *keeping my personal data and devices secure* (10.3%).

Table 35: 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)
Writing effectively across genres for a wide variety of audiences	3.0	25.1%	53.8%	13.2%	7.9%	545
Presenting effectively across genres for a wide variety of audiences	2.9	23.2%	51.3%	17.0%	8.6%	548
Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	3.1	31.0%	50.9%	12.5%	5.7%	562
Applying scientific methods of inquiry	3.1	30.2%	51.5%	12.7%	5.6%	553
Ability to plan and carry out projects independently	3.2	37.8%	48.7%	9.7%	3.9%	569
Identifying a problem or concept and articulating its various components	3.2	34.3%	53.4%	10.1%	2.3%	566
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	3.2	35.1%	52.7%	9.0%	3.2%	564
Considering all options and their consequences when solving a problem or addressing an issue	3.2	35.5%	51.6%	8.9%	4.0%	572
Solving real world problems by applying imagination, creativity, and/or knowledge and skills from multiple disciplines	3.2	37.4%	48.9%	10.5%	3.2%	564
Reflecting on learning in and out of the classroom	3.1	34.2%	49.9%	12.4%	3.5%	565
Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	2.6	23.4%	36.5%	20.2%	19.8%	529
Appreciating the humanities	2.9	28.4%	45.1%	16.3%	10.3%	546
Applying social science methods to understand human behavior	2.9	29.1%	44.7%	16.5%	9.7%	546
Keeping my personal data and devices secure	3.0	30.7%	44.9%	14.2%	10.3%	535

Personal Development Goals

Respondents also gave high ratings to the extent to which NC State contributed to various personal development goals, with more than three-fourths of respondents saying their education contributed “very much” or “somewhat” to their development of 11 of the 14 skills asked about. 40% or more of sophomores said NC State contributed “very much” to their growth in *seeing projects through to completion* (43.5%), *ability to reflect on academic goals and expectations and update them as needed in response to changing circumstances* (41.4%), and *working effectively as part of a team* (39.7%)

While ratings for NC State’s contributions to all aspects of personal development asked about were largely positive, 10% percent or more of respondents indicated that their college education contributed “not at all” to their *recovering from emotional setbacks* (11.6%) and *ability to manage ongoing stressors* (10.2%).

Table 36: 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)
Recognizing and acting upon ethical principles	3.0	28.8%	51.7%	13.2%	6.2%	545
Developing leadership skills	3.1	32.1%	48.2%	14.1%	5.6%	554
Working effectively as part of a team	3.3	39.7%	47.9%	10.0%	2.3%	559
Being involved in public and community affairs	2.9	25.0%	48.2%	17.0%	9.8%	541
Developing and sustaining an active and healthy lifestyle	3.0	32.1%	45.4%	13.7%	8.9%	549
Ability to manage ongoing stressors	2.9	26.0%	46.3%	17.4%	10.2%	557
Time management	3.1	34.2%	45.3%	14.3%	6.3%	559
Valuing learning as a lifelong process	3.2	38.8%	44.7%	10.8%	5.7%	557
Ability to set and accomplish goals	3.2	38.1%	48.1%	9.3%	4.5%	561
Seeing projects through to completion	3.3	43.5%	43.7%	8.8%	3.9%	558
Identifying alternatives when faced with setbacks	3.2	34.5%	51.4%	10.8%	3.2%	556
Recovering from emotional setbacks	2.9	28.9%	43.9%	15.7%	11.6%	554
Ability to reflect upon personal goals and expectations and update them as needed in response to changing circumstances	3.2	37.1%	45.9%	12.4%	4.7%	558
Ability to reflect upon academic goals and expectations and update them as needed in response to changing circumstances	3.3	41.4%	48.4%	6.1%	4.1%	560

World View Goals

Sophomores were asked about the contribution of their college education to the development of their world view. More than 80% said that NC State has contributed “very much” or “somewhat” to their development of each of the five specific world view goals asked about. Respondents were most likely to say their education contributed “very much” to their *ability to work with people from diverse backgrounds* (47.1%). Only about 5% said NC State contributed “not at all” to any of the individual world view goals asked about.

Table 37: 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)
Understanding problems and issues facing the world	3.1	31.3%	50.8%	11.9%	6.0%	553
Understanding and respecting varied cultures, values, and perspectives	3.2	37.9%	46.3%	10.3%	5.4%	551
Ability to work with people with varied backgrounds	3.3	47.1%	40.8%	6.9%	5.2%	554
Understanding the present as it relates to historical events and processes	3.1	33.1%	47.9%	13.6%	5.3%	543
Understanding the commonality of human problems through a global perspective	3.1	35.8%	46.6%	12.5%	5.1%	545

Employment and Extracurricular Activities

Employment (Table 38; Figures 5-6)

Just over half of the sophomore respondents reported being employed during the 2024-2025 academic year (52.7%). Employed respondents were more likely to say they worked *off campus only* (56.6%) than *on campus only* (26.7%), with the remaining saying they worked *both on and off campus* (16.7%). Respondents who worked off campus reported working more hours per week than did those working on campus. For example, 18% of those working off campus said they worked 20 or more hours per week (17.5%), compared to 8% of those working on campus (8.0%).

Figure 5: Employment During Academic Year

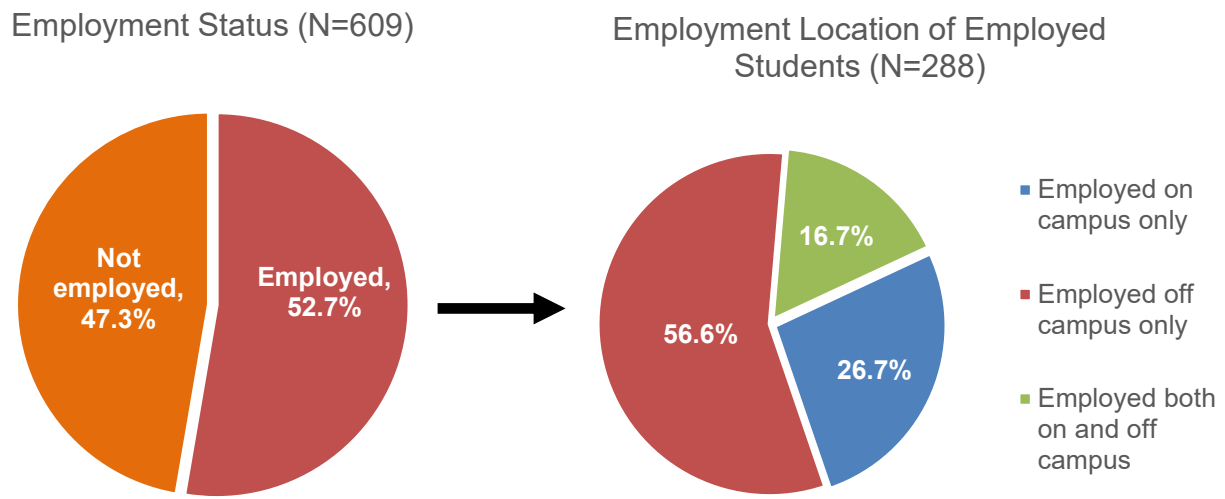
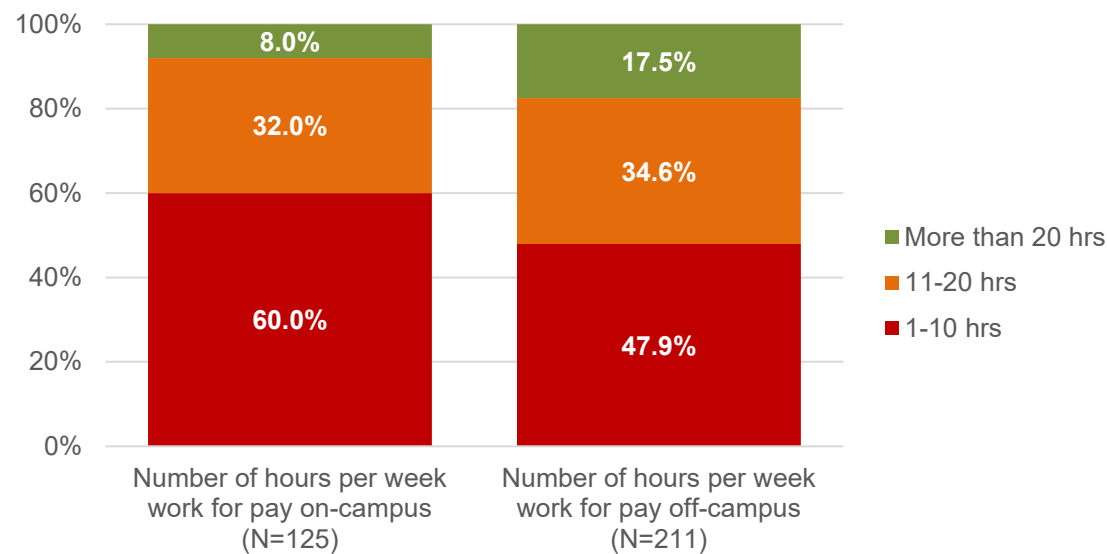


Figure 6: Number of Hours Worked, by Location (among employed respondents)



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 (78.8%). Respondents most commonly reported being involved in *organizations/clubs related to their major* (46.2%), and *intramural/recreational sports/club teams* (24.2%). Notable numbers also reported participating in *religious organizations* (13.6%), *social fraternity/sorority* (12.6%), *University Honors Program* (11.6%), and *visual/performing arts/music organizations* (10.2%).

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 38 (92.9%). More than two-thirds *attended a workshop, seminar, speaker, etc. outside of class* (69.7%) and just under two-thirds participated in *community service/volunteer work* (63.1%). Students were most likely to report frequently participating in *co-curricular activities (e.g., university-sponsored student organization, student government, Greek Life)*, and *intramural activities*, with more than 15% saying they do so at least once per week (18.4% and 16.4%, respectively).

Table 38: Involvement in Campus Groups/Organizations/Programs* (N=619)

	%	N
Academic scholarship program (Caldwell, Park, Goodnight, etc.)	5.0%	31
Environmental/sustainability organization	8.9%	55
Campus Community Center (i.e., African American Cultural Center, LGBTQ Pride Center, Multicultural Student Affairs, Women's Center)	9.2%	57
Honor/professional fraternity/sorority	7.4%	46
Inter-Residence Council, Hall/Area Council, National Residence Hall Honorary, Living-Learning Village Council	6.3%	39
International/cultural organization	8.2%	51
Intramural/Recreational sports, club team	24.2%	150
Organization/Club related to your major	46.2%	286
Peer mentoring/coaching program	5.8%	36
Political/Issue organization	3.6%	22
Religious organization	13.6%	84
ROTC	0.8%	5
Service organization	6.0%	37
Social fraternity/sorority	12.6%	78
Student Government	1.9%	12
Student Media/Publication	3.2%	20
Union Activities Board organization	0.5%	3
University Honors Program	11.6%	72
Varsity athletic team	1.9%	12
Visual/Performing Arts/Music organization	10.2%	63

**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	6.4%	11.2%	13.2%	16.6%	22.2%	30.3%	607
University-sponsored art events (e.g., plays, musical performances, exhibits)	2.1%	7.2%	9.2%	12.9%	25.5%	43.0%	607
Community service/volunteer work	4.6%	7.7%	11.9%	15.5%	23.4%	36.9%	607
Intramural activities (including club and recreational sports)	16.4%	10.8%	8.3%	8.1%	10.1%	46.4%	604
Co-curricular activities (e.g., university-sponsored student organization, student government, Greek life)	18.4%	7.3%	7.1%	7.3%	8.8%	51.2%	604
Intercollegiate athletic events	8.8%	16.6%	10.0%	9.3%	9.8%	45.6%	603

When asked specifically about their participation in community service activities, close to two-thirds of respondents indicated that had participated in at least one such activity (64%). Students were most likely to report participating in *community service sponsored by an NC State organization or club* (43.9%). One-in-four said they had participated in *service in the community as a volunteer, not for course credit* (25.0%). Notable numbers of sophomores reported having participated in a *service activity sponsored by NC State* (19.7%), in a *service activity sponsored by Greek Life or a fraternity/sorority* (16.3%), or a *service activity sponsored by an NC State academic college or department* (16.2%).

Those who had participated in any service activity through NC State were asked the extent to which the experience contributed to their professional and personal growth. Those with such experience were more likely to say it contributed “a great deal” to their personal growth (37.3%) than to their professional growth (26.8%). One-in-ten said their experience(s) contributed “not at all” to their professional growth (9.7%).

Table 40: Participation in Community Service Activity, by Sponsor of Activity (N=601)*

	%	N
Service activity sponsored by NC State (e.g., Blood Drive, Feed the Pack Pantry)	19.7%	122
Service activity sponsored by an NC State organization or club	43.9%	272
Service activity sponsored by Greek Life or a fraternity/sorority	16.3%	101
Service activity sponsored by an NC State honors or scholars program	8.1%	50
Service activity sponsored by an NC State academic college or department	16.2%	100
Service activity sponsored by or for a non-academic center, unit, etc. at NC State (e.g., Leadership and Civic Engagement, Women's Center, Sustainability Office)	6.3%	39
A service-learning course for credit in which you were involved in a community-based project (i.e., outside of NC State)	5.5%	34
Service in the community as a volunteer, not for course credit	25.0%	155
A community service activity through an NC State organization/department but don't know or don't remember who sponsored it	6.8%	42

*respondents could select more than one activity

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)
Extent to which community service project experience(s) contributed to your professional growth	2.9	26.8%	46.9%	16.6%	9.7%	392
Extent to which community service project experience(s) contributed to your personal growth?	3.2	37.3%	44.8%	14.3%	3.6%	391

Sophomores were largely satisfied with a variety of opportunities for involvement on campus. More than two-thirds of respondents reported being either “very satisfied” or “satisfied” with *opportunities on campus to interact with/learn from people with varied backgrounds* (73.0%), *the ease with which one can get involved in campus organizations* (68.1%) and *opportunities on campus to develop leadership skills* (67.4%). Compared to other opportunities asked about, respondents were less likely to have said they were either “very satisfied” or “satisfied” with *weekend activities on campus for students* (52.1%).

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	3.4	10.7%	41.4%	32.6%	12.2%	3.1%	608
The ease with which I can get involved in campus organizations	3.8	17.8%	50.3%	24.3%	5.9%	1.7%	606
Opportunities on campus to interact with or learn from people with varied backgrounds	3.9	18.5%	54.5%	22.1%	3.5%	1.3%	605
Opportunities on campus to develop leadership skills	3.8	15.4%	52.0%	27.0%	4.5%	1.2%	604
Opportunities for community service/volunteer work	3.7	14.2%	50.2%	29.5%	4.6%	1.5%	604

While only 6% of sophomores reported, at the time they completed the survey, they had an international experience through the Study Abroad Program (6.4%), close to two-thirds said they are either “very likely” (34.8%) or “somewhat likely” (30.4%) to participate in the future. 15%, however, said it is “not at all likely” that they will do so (14.6%).

Table 43: Had/Currently Having an International Experience through Study Abroad program

Participated in an international experience through a Study Abroad program?	%	N
No	93.6%	572
Yes – while an undergraduate student at NC State I have had, or am currently on, a Study Abroad program	6.4%	39
Total	100.0%	611

Table 44: Likelihood of Participating in a Study Abroad Program in the Future

Likelihood of participating in a Study Abroad program	%	N
1: Not at all likely	14.6%	89
2: Not very likely	20.2%	123
3: Somewhat likely	30.4%	185
4: Very likely	34.8%	212
Total	100.0%	609

In Their Own Words: Life at NC State

Sophomore students were asked to describe in their own words what NC State is doing well and what NC State should improve. Responses to these questions were categorized into a variety of topics as reported below. To view all verbatim responses to these questions, see [Verbatim Responses: What sophomore students believe NC State is doing well and areas they believe need improvement, in their own words.](#)

Table 47: What NC State is Doing Well (N category codes = 344*)

Category	N	%
Clubs and Organizations	134	39.0%
Instruction	123	35.8%
Community	87	25.3%
Activities	76	22.1%
Career Planning	65	18.9%
Course of Study	48	14.0%
Academic College/Department	45	13.1%
Mental Health	31	9.0%
Personal Development	29	8.4%
Health	25	7.3%
Academic Performance	22	6.4%
Learning	21	6.1%
University Recreation	20	5.8%
Housing	17	4.9%
Academic Advising	11	3.2%
Research	11	3.2%
Technology	11	3.2%
Athletics	10	2.9%
Dining	9	2.6%
Facilities and Equipment	9	2.6%
Curriculum	8	2.3%
Libraries	8	2.3%
Graduation	6	1.7%
Campus Safety	5	1.5%
Registration	5	1.5%
Spirit and Pride	5	1.5%
Transportation	5	1.5%
Academic Rigor	4	1.2%
Arts	3	0.9%
Communication	3	0.9%
Greek Life	3	0.9%
Orientation	3	0.9%
Political Climate	3	0.9%
Adjustment	2	0.6%
Financial Aid	2	0.6%
First Year College	2	0.6%
International Experiences	2	0.6%
Centers	1	0.3%
Location	1	0.3%
Out of State	1	0.3%
Transfer Student	1	0.3%

**Some student responses were included in more than one category. "N category codes = 344" represents the total number of codes assigned to all students' responses to this open-ended question.*

Clubs and Organizations

Clubs and organizations at NC State provide opportunities for students to explore their interests and connect with others. These opportunities help sophomores get involved in the NC State community, as mentioned by many sophomores.

"I believe that NC State offers a plethora of organizations (clubs related to our majors, service opportunities, sports, etc.), that allow each of their students to grow and find a community of their own and one they feel comfortable in"

"I think the accessibility for students to join clubs or organizations is great! My freshman year I went on the club website and picked one I liked and it has been an incredible experience and such a good way to make friends and build community!!"

Instruction

Faculty members who push students intellectually and support them in their endeavors are invaluable to students.

"NC State has amazing faculty and staff that actually get to know you and are generally upbeat people"

"I think NC State has given me the resources and the helpful staff to be able to achieve this goal having a positive undergraduate experience. I think the professors and the advising team have continuously helped me when I am having a problem and I know there is always someone to reach out to."

Community

Students describe a strong sense of community at NC State, as well as an appreciation for the importance placed on belonging.

"By providing many opportunities to get in touch with the nc state community and student organizations, it helps to give a sense of belonging, something very important, especially to people from other cultures like me"

"I really enjoy the sense of family and community within this university, so campus wide activities and promotions are a couple of things that allow me to feel connected to all of the students and staff as well as feel like a part of the community here"

Activities

Having opportunities to get involved in a variety of activities is a strength of NC State according to students. They particularly like events that connect them with others and support their mental health.

"NC State does a great job of putting on many free events on campus for students to meet people, get involved, and have fun. Events on campus, like the service dogs or crafts, are great places to meet people and relax, which helps students' overall well-being."

"I feel all the events State hosts, especially fun dining hall events, help stimulate positive experiences among friends"

"I think that the amount of extracurricular activities that NC State provides to its undergraduate students provides a massive positive experience and a sense of welcomeness to its community. Especially during the first week of school with packapalooza, and the events that are given for holidays."

Career Planning

Resources for career planning are abundant at NC State, and students greatly appreciate the available support in their professional development.

"I believe NC State proves a great amount of career development skills. Access to career fairs and the career development center has made me feel that I can confidently get a job after graduation"

"The career development center is carrying the weight of the world on their shoulders and doing so impeccably. Nothing but love to them"

Course of Study

NC State's variety of available courses, majors, and minors is a great strength according to students, who appreciate the freedom of choice they have in designing their course of study.

"NC State is offering a wide variety of classes and majors to meet needs of many students"

"Ability for students to select from a variety of courses for their major and choose what works best for them"

"NC State has opportunities to explore almost any academic career. It is very clear as to what classes you need in order to graduate."

Academic College/Department

Students value the organized nature of different colleges and departments across campus, as well as the people in these areas.

"Well structured processes in every department"

"I believe NC State has a fantastic exploratory studies program, particularly [NAME]. She is amazing and really helped me grow as a student and a person because she supported finding out about career choices and majors. She also connected me with some interesting contacts!"

"I also (for the most part) have had good experiences with the faculty, particularly within the College of Design and felt that they are truly invested in the growth of their students"

Table 48: Where NC State Should Improve (N category codes = 322*)

Category	N	%
Instruction	140	42.2%
Course of Study	103	31.0%
Housing	49	14.8%
Academic College/Department	47	14.2%
Clubs and Organizations	47	14.2%
Transportation	44	13.3%
Mental Health	41	12.3%
Community	39	11.7%
Academic Rigor	38	11.4%
Curriculum	38	11.4%
Dining	34	10.2%
Career Planning	33	9.9%
Financial Aid	32	9.6%
Health	30	9.0%
Technology	24	7.2%
Academic Advising	23	6.9%
Facilities and Equipment	23	6.9%
Physical Environment	16	4.8%
Activities	15	4.5%
Learning	15	4.5%
Athletics	13	3.9%
University Recreation	13	3.9%
Academic Performance	12	3.6%
Registration	12	3.6%
Campus Safety	10	3.0%
Enrollment	10	3.0%
Student Feedback	10	3.0%
Libraries	8	2.4%
Non-Traditional Student	8	2.4%
Research	8	2.4%
Environmental Safety	5	1.5%
Personal Development	5	1.5%
Communication	4	1.2%
Covid-19	4	1.2%
Graduation	4	1.2%
Location	4	1.2%
Political Climate	4	1.2%
Transfer Student	4	1.2%
Adjustment	3	0.9%
Arts	3	0.9%
International Experiences	3	0.9%
Distance Education	2	0.6%
First Year College	2	0.6%
Honors Program	2	0.6%
Orientation	2	0.6%

Category	N	%
Out of State	2	0.6%
Administration	1	0.3%
Spirit and Pride	1	0.3%
Survey	1	0.3%

**Some student responses were included in more than one category. "N category codes = 322" represents the total number of codes assigned to all students' responses to this open-ended question.*

Instruction

Students who responded to this survey describe a need for improvement regarding quality instruction and interactions with faculty members. They recommend smaller class sizes and hiring professors who are quality teachers, not just researchers.

"Hire more qualified faculty, there aren't enough staff and people cannot get into courses that are required"

"A bit smaller class sizes to better interact with professors"

"There are definitely some teachers that should not be teaching at NC State. I've been told that NC State hires based on expertise, which is understandable, but sometimes the teachers understand the topic but they can't actually teach it to the students which often makes it difficult for us"

Course of Study

Access to more information about other majors, changing the CODA process, and reducing the number of what are seen as unnecessary courses in chosen majors would be helpful improvements according to sophomores.

"Providing more opportunities for students who aren't sure about their major either undecided or in a first-year program to explore other majors and discuss with their advisors more. I think that when exploring other majors that it would be beneficial to have both the director or faculty and current majors to discuss and answer questions"

"have a better process for changing major and letting students have the first semester to figure out more of what they want to do"

"I feel as though most majors have one or two introductory-style courses that almost everyone in the major hates, finds largely useless, and has undue mental strain due to"

Housing

The lack of available quality housing is an area of concern for many sophomores. Finding housing causes undue stress to many students who wish to focus on their studies instead.

"Housing for upperclassmen needs to be a priority as not all upperclassmen can afford off campus housing or to commute if from out of state or out of town without financial help from family"

"One thing NC State could improve upon to provide a more positive undergraduate experience would be to improve housing. Most spaces in University Housing seem outdated and uncomfortable which can be off-putting to students. One way to provide a better housing experience would be to renovate the rooms and group spaces in the University Housing buildings"

"Make getting housing less of a headache, it's a large stressor for me personally which is hard on top of all my academic work"

Academic College/Department

Specific colleges and departments across campus are particularly weak, according to sophomores. Students describe a need for better resources and instructors in these areas.

"The quality of professors/access to help in some academic disciplines. For example, with the [NAME] department, there are basically only two professors that are good (considered through rate my professor and student conversations I've overheard)"

"My issues are more with the [COLLEGE] rather than NC State as a whole, ... The vast majority of us have specific skill sets and have no interest in doing anything outside of it"

"Getting good and accurate advising is something I have struggled with in [COLLEGE]. It was one of the many reasons I decided to change my major"

Clubs and Organizations

Communication about available events is lacking according to respondents. They recommend a better online portal for finding opportunities to connect with others.

"NC State could also improve on reaching out more about volunteering services/organizations. I'd love to volunteer more around campus, but I haven't heard much about opportunities for it. I've heard a lot about clubs that may include volunteering ops, but not much about volunteer organizations themselves"

"I think that NC State should make it easier to join clubs and other organizations by providing a section of Moodle where students could read information about each one and sign up to receive emails if they are interested"

"Having more social events would be nice or making it mandatory for clubs to have posted meeting dates. Our Get Involved website provides little information about actual club events"

Transportation

Parking on campus and transportation to/around campus are common worries for students as many must live off campus due to a lack of on-campus housing.

"more parking, cheaper parking, less strict parking, free parking for commuters"

"Improving the wolf-line routes specially since some stops are away from certain buildings and it's impossible to get there on time unless you leave 40 minutes early"

Mental Health

Mental health is of great importance to students, and they hope that NC State will continue to prioritize and improve available resources.

"Although I personally have not had to use the mental health or counseling resources, I believe that the university could improve the accessibility to these resources"

"I think NC State can improve on wellness days, instead of them being every Tuesday, variate the days chosen, and possibly put them on Fridays or Mondays. It is difficult to have wellness days in the middle of the week because it disrupts the flow of class"

Community

Many students find the sense of community at NC State to be lacking and wish they felt more connected with community members.

“Some of the classes are so large it’s hard to make a connection with the professor or others”

“Have students grouped for their first year so that way they can have a more easy time to make a friend to study with”

Academic Rigor

While students want to be challenged, many believe that their coursework at NC State is needlessly difficult.

“Some of the classes and departments are not that great. The [COURSE] classes feel really hard, the [COURSE] for engineering and scientists feels unbelievably hard sometimes”

“I think a lot of classes are unnecessarily hard because I found myself teaching myself a lot more than I should”

Curriculum

Getting a seat in necessary courses for one’s degree at NC State is a big challenge for students. Students also describe a need for class schedules that are realistic for work/life balance.

“class availability needs to be increased, especially for classes that the masses are taking (especially for GEP requirements) like chem, fitness classes (which should include dance), physics, communications, etc”

“more academic resources on how to help students create a balanced schedule if they have a lot of things going on in their plate”

Dining

Students describe a desire for more affordable, quality food at dining halls around campus.

“I think the dining halls should be improved, being forced to pay so much for terrible quality food is completely ridiculous... I’m at the point where I only eat fruit in the dining halls because everything else makes me feel horrible”

“My freshman year, I had very few appealing food options (particularly on weekends, when many cafeterias were closed). I wanted to avoid spending much money outside of my meal plan on food, but had very poor experiences at other dining halls (especially Fountain and, to some degree, Clark). In an effort to prioritize my health, I tried to avoid the more “fast food” options like pizza and burgers, but many of my peers indicated those were the only options that actually tasted good...”

For more information on the 2025 Sophomore Survey contact:

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