

BACKGROUND CHARACTERISTICS

Table 1. Home Community Size

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Rural area	13.1%	24.5%	5.7%	12.5%	12.7%	18.5%	14.2%	16.1%	13.6%	9.2%	8.4%
Small town	26.2%	30.6%	18.9%	17.2%	27.3%	30.8%	24.8%	28.1%	17.3%	25.9%	25.7%
Moderate size city	33.4%	27.0%	49.1%	35.9%	32.4%	26.2%	37.2%	29.8%	38.2%	30.3%	36.9%
Large city	12.6%	7.1%	9.4%	12.5%	13.2%	13.8%	9.6%	12.0%	20.0%	18.4%	12.2%
Urban area	14.7%	10.7%	17.0%	21.9%	14.4%	10.8%	14.2%	14.0%	10.9%	16.2%	16.9%
Total (N)	2,400	196	53	64	707	65	218	292	110	185	510

Table 2. Household Size

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
One	1.7%	1.5%	3.8%	.	1.9%	1.5%	2.3%	2.8%	0.9%	1.7%	1.0%
Two	7.5%	9.2%	7.7%	8.1%	7.7%	4.6%	6.9%	7.6%	7.4%	7.2%	7.4%
Three	18.3%	23.0%	13.5%	19.4%	17.6%	35.4%	16.7%	17.0%	11.1%	20.6%	17.7%
Four	42.8%	44.9%	42.3%	35.5%	46.0%	32.3%	40.7%	39.1%	51.9%	39.4%	42.0%
Five or more	29.7%	21.4%	32.7%	37.1%	26.9%	26.2%	33.3%	33.6%	28.7%	31.1%	31.9%
Total (N)	2,362	196	52	62	692	65	216	289	108	180	502

Table 3. Number of parents'/guardians' dependents in college

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Only self	63.8%	62.8%	63.5%	50.0%	66.7%	75.4%	62.5%	63.9%	57.0%	70.0%	60.0%
Two	30.4%	34.2%	30.8%	43.5%	27.9%	15.4%	30.1%	27.5%	40.2%	22.8%	35.0%
Three or more	5.9%	3.1%	5.8%	6.5%	5.5%	9.2%	7.4%	8.6%	2.8%	7.2%	5.0%
Total (N)	2,365	196	52	62	696	65	216	291	107	180	500

Table 4. Parent/Guardian Income

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
\$30,000 or less	8.7%	8.8%	2.4%	14.0%	6.4%	10.5%	14.1%	9.9%	8.7%	7.5%	8.8%
\$30,001-\$50,000	11.6%	17.6%	14.6%	8.0%	11.1%	15.8%	13.1%	8.8%	9.8%	11.3%	10.9%
\$50,001-\$75,000	15.2%	17.1%	14.6%	8.0%	14.9%	17.5%	14.1%	16.8%	17.4%	12.6%	15.6%
\$75,001-\$100,000	18.9%	20.0%	26.8%	26.0%	18.3%	17.5%	17.6%	19.8%	17.4%	18.2%	18.4%
\$100,001-\$150,000	22.8%	19.4%	17.1%	26.0%	26.9%	17.5%	19.1%	21.0%	21.7%	20.8%	23.0%
\$150,001-\$200,000	11.9%	7.6%	12.2%	8.0%	13.8%	15.8%	13.1%	11.5%	8.7%	9.4%	12.1%
More than \$200,000	10.9%	9.4%	12.2%	10.0%	8.6%	5.3%	9.0%	12.2%	16.3%	20.1%	11.2%
Total (N)	2,089	170	41	50	629	57	199	262	92	159	430

Table 5. Currently Serving or Previously Served in U.S. Armed Forces

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	0.4%	0.5%	.	.	0.3%	.	0.5%	.	0.9%	0.5%	0.6%
No	99.6%	99.5%	100.0%	100.0%	99.7%	100.0%	99.5%	100.0%	99.1%	99.5%	99.4%
Total (N)	2,392	194	53	64	705	66	217	292	108	186	507

Table 6. Current Military Status (among those having served or currently serving in the U.S. Armed Forces)

	NCSU	CALS	COE	CHASS	COT	PCOM	DASA
Active duty	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
NC National Guard	44.4%	0.0%	0.0%	100.0%	0.0%	100.0%	66.7%
Other National Guard	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Reservist	44.4%	100.0%	100.0%	0.0%	0.0%	0.0%	33.3%
Newly/Recently Separated Veteran (5-year)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Separated Veteran (6+year)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Retiree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total (N)	9	1	2	1	1	1	3

Table 7. Branch of Service (among those having served or currently serving in the U.S. Armed Forces)

	NCSU	CALS	COE	CHASS	PCOM	DASA
Army	62.5%	100.0%	.	100.0%	100.0%	66.7%
Air Force	12.5%	.	.	.	.	33.3%
Navy	12.5%	.	50.0%	.	.	.
Marine Corps	12.5%	.	50.0%	.	.	.
Total (N)	8	1	2	1	1	3

Table 8. Dependent/Spouse U.S. Service Member

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	8.1%	10.2%	9.4%	4.7%	10.1%	7.6%	8.8%	8.5%	2.8%	2.2%	7.6%
No	91.9%	89.8%	90.6%	95.3%	89.9%	92.4%	91.2%	91.5%	97.2%	97.8%	92.4%
Total (N)	2,397	197	53	64	704	66	215	293	109	185	511

Table 9. Relationship to Service Member (among dependents and/or spouses of service members)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Dependent of service member	98.5%	100.0%	80.0%	100.0%	98.6%	100.0%	94.7%	100.0%	100.0%	100.0%	100.0%
Spouse of service member	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	0.0%	0.0%	0.0%	0.0%
Total (N)	194	20	5	3	71	5	19	25	3	4	39

Table 10. Dependent Military Status (among dependents of current/prior U.S. service members)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Dependent: Active-Duty	12.6%	10.0%	0.0%	0.0%	18.6%	0.0%	16.7%	0.0%	33.3%	0.0%	12.8%
Dependent: NC National Guard	3.7%	0.0%	0.0%	0.0%	1.4%	20.0%	5.6%	4.0%	0.0%	0.0%	7.7%
Dependent: Other National Guard	1.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	4.0%	0.0%	0.0%	0.0%
Dependent: Reservist	5.2%	0.0%	25.0%	0.0%	7.1%	20.0%	0.0%	4.0%	0.0%	0.0%	5.1%
Dependent: Recently separated veteran (5-year)	1.6%	0.0%	25.0%	0.0%	1.4%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%
Dependent: Separated veteran (6+years)	35.6%	45.0%	0.0%	100.0%	34.3%	20.0%	27.8%	24.0%	66.7%	25.0%	43.6%
Dependent: Retiree	44.0%	45.0%	75.0%	0.0%	40.0%	40.0%	55.6%	64.0%	33.3%	75.0%	30.8%
Total (N)	191	20	4	3	70	5	18	25	3	4	39

Table 11. Spouse Military Status (among spouses of current/prior U.S. service members)

	NCSU	CHASS
Spouse: Active-Duty	100.0%	100.0%
Spouse: NC National Guard	0.0%	0.0%
Spouse: Other National Guard	0.0%	0.0%
Spouse: Reservist	0.0%	0.0%
Spouse: Recently separated veteran (5-year)	0.0%	0.0%
Spouse: Separated veteran (6+years)	0.0%	0.0%
Spouse: Retiree	0.0%	0.0%
Total (N)	1	1

Table 12. Member of GLB Community

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	1.9%	2.6%	5.7%	.	1.8%	1.5%	1.9%	2.4%	1.8%	1.1%	1.8%
No	95.7%	94.9%	88.7%	98.4%	96.3%	98.5%	96.3%	93.2%	96.3%	96.8%	95.9%
Prefer not to answer	2.4%	2.6%	5.7%	1.6%	1.8%	.	1.9%	4.4%	1.8%	2.2%	2.3%
Total (N)	2,399	196	53	64	704	66	216	293	109	186	512

Table 13. Member of Transgender Community

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes - male to female	0.3%	.	.	.	0.4%	.	.	0.7%	.	.	0.4%
Yes - female to male	0.1%	0.5%	.	.	.	.	.	.	.	0.5%	0.2%
No	98.4%	98.5%	98.1%	100.0%	98.4%	100.0%	99.1%	96.9%	99.1%	97.3%	98.8%
Prefer not to answer	1.2%	1.0%	1.9%	.	1.1%	.	0.9%	2.4%	0.9%	2.2%	0.6%
Total (N)	2,396	195	53	64	704	66	217	294	108	186	509

Table 14a. Religious Preference

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Agnostic	7.7%	7.6%	1.9%	1.6%	8.0%	1.5%	12.3%	10.8%	6.4%	6.3%	6.5%
Atheist	6.0%	3.0%	9.4%	3.1%	7.0%	1.5%	7.7%	9.5%	0.0%	4.8%	5.2%
Baptist	20.1%	26.3%	20.8%	29.7%	18.8%	22.7%	17.7%	17.9%	20.9%	23.8%	19.0%
Buddhist	1.5%	1.0%	1.9%	0.0%	1.5%	1.5%	0.0%	2.7%	2.7%	2.1%	1.1%
Christian Science	0.7%	0.5%	0.0%	1.6%	0.6%	0.0%	0.5%	1.0%	0.9%	0.5%	1.0%
Church of Christ	1.7%	1.0%	1.9%	3.1%	0.8%	0.0%	0.5%	1.7%	2.7%	1.6%	3.4%
Eastern Orthodox	0.4%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.9%	0.0%	0.8%
Episcopalian	2.0%	3.0%	0.0%	3.1%	1.4%	1.5%	2.3%	1.4%	5.5%	2.1%	2.1%
Hindu	1.1%	0.5%	1.9%	1.6%	1.1%	0.0%	0.0%	2.0%	0.0%	0.5%	1.5%
Jewish	1.0%	1.0%	1.9%	0.0%	1.0%	1.5%	0.9%	0.7%	1.8%	1.6%	0.8%
LDS (Mormon)	0.5%	0.5%	0.0%	3.1%	0.4%	0.0%	1.4%	0.7%	0.0%	0.0%	0.0%
Lutheran	2.1%	2.0%	1.9%	3.1%	2.2%	6.1%	0.9%	2.0%	1.8%	1.1%	2.3%
Methodist	11.6%	12.1%	9.4%	9.4%	11.1%	24.2%	10.0%	12.2%	12.7%	13.8%	10.2%
Muslim	1.2%	2.5%	0.0%	0.0%	1.3%	1.5%	2.3%	1.4%	0.0%	0.5%	0.8%
Nondenominational/Interdenominational	9.3%	8.6%	17.0%	10.9%	8.5%	3.0%	11.8%	8.8%	12.7%	14.3%	7.3%
Presbyterian	5.9%	6.6%	7.5%	12.5%	5.9%	9.1%	4.5%	3.7%	10.0%	6.9%	5.0%
Protestant	2.9%	2.0%	7.5%	6.3%	3.8%	1.5%	1.8%	2.0%	1.8%	2.6%	2.5%
Quaker	0.5%	1.5%	0.0%	0.0%	0.4%	1.5%	0.9%	0.7%	0.0%	0.0%	0.2%
Roman Catholic	12.5%	10.6%	9.4%	12.5%	12.5%	12.1%	12.3%	10.1%	19.1%	11.1%	14.0%
Total (N)	2,432	198	53	64	714	66	220	296	110	189	522

Table 14b. Religious Preference Continued

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Seventh Day Adventist	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.5%	0.0%	0.0%	0.5%	0.0%
United Church of Christ	0.5%	0.5%	1.9%	1.6%	0.6%	0.0%	0.5%	0.3%	0.9%	0.0%	0.4%
Other Christian	3.7%	4.0%	9.4%	4.7%	3.1%	4.5%	4.5%	2.7%	2.7%	2.1%	4.4%
No religious affiliation	8.8%	6.1%	1.9%	6.3%	10.1%	6.1%	13.6%	12.5%	2.7%	6.3%	7.5%
Prefer not to answer	9.6%	10.1%	11.3%	6.3%	11.1%	6.1%	7.3%	9.1%	4.5%	9.5%	10.5%
Other	3.2%	2.5%	0.0%	1.6%	3.5%	4.5%	5.0%	2.4%	2.7%	3.7%	3.1%
Total (N)	2,432	198	53	64	714	66	220	296	110	189	522

Table 15. Play Musical Instrument(s)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	31.7%	27.8%	41.5%	17.7%	35.8%	27.3%	30.0%	38.6%	30.0%	20.2%	30.2%
No	68.3%	72.2%	58.5%	82.3%	64.2%	72.7%	70.0%	61.4%	70.0%	79.8%	69.8%
Total (N)	2,412	198	53	62	707	66	217	295	110	188	516

Table 16. Choral Group Participation

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	18.7%	19.2%	30.2%	20.6%	16.0%	22.7%	24.9%	19.6%	18.3%	18.1%	17.5%
No	81.3%	80.8%	69.8%	79.4%	84.0%	77.3%	75.1%	80.4%	81.7%	81.9%	82.5%
Total (N)	2,412	198	53	63	707	66	217	296	109	188	515

Table 17. Bringing Technology to NC State

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Bringing desktop to campus	3.1%	2.0%	1.9%	1.6%	5.1%	1.5%	1.4%	2.7%	1.8%	1.6%	3.3%
Bringing laptop to campus	98.6%	97.0%	100.0%	100.0%	98.7%	98.5%	98.2%	99.0%	98.2%	97.9%	98.8%
Bringing tablet to campus	18.3%	18.2%	17.0%	23.4%	17.7%	18.2%	16.1%	21.7%	20.0%	17.6%	17.6%
Bringing mobile phone to campus	93.4%	93.4%	94.3%	93.8%	93.1%	97.0%	93.5%	94.2%	94.5%	91.0%	93.2%
Total (N)	2,419	198	53	64	710	66	217	295	110	188	518

Table 18. Desktop Operating System (among those bringing a desktop to campus)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Windows	93.3%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	62.5%	.	100.0%	100.0%
Mac	5.3%	.	.	.	.	.	.	25.0%	100.0%	.	.
Linux	1.3%	.	.	.	.	.	.	12.5%	.	.	.
Total (N)	75	4	1	1	35	1	3	8	2	3	17

Table 19. Laptop Operating System (among those bringing a laptop to campus)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Don't know operating system	5.2%	5.8%	1.9%	14.1%	2.7%	9.2%	7.1%	1.7%	6.5%	6.0%	7.9%
Windows	56.8%	51.3%	51.9%	34.4%	73.3%	46.2%	51.9%	55.5%	48.1%	47.3%	49.1%
Mac	37.4%	42.9%	44.2%	50.0%	23.0%	44.6%	40.6%	42.8%	45.4%	46.2%	42.4%
Linux	0.4%	.	1.9%	1.6%	0.9%	.	.	.	.	.	0.4%
Chromium (e.g. Chromebook)	0.2%	.	.	.	0.1%	.	0.5%	.	.	0.5%	0.2%
Total (N)	2,374	191	52	64	697	65	212	292	108	184	509

Table 20. Type of Tablet (among those bringing a tablet to campus)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
iOS tablet (e.g., iPad)	62.7%	61.1%	66.7%	78.6%	52.4%	83.3%	54.3%	65.6%	59.1%	81.8%	67.0%
Android tablet (e.g., Galaxy, Kindle Fire, Nexus, etc.)	25.1%	22.2%	33.3%	14.3%	33.3%	.	25.7%	20.3%	36.4%	9.1%	25.3%
Windows tablet PC (e.g., Surface, VivoTab, etc.)	5.7%	5.6%	.	.	6.3%	16.7%	11.4%	7.8%	.	3.0%	3.3%
Other tablet	3.8%	5.6%	.	7.1%	4.0%	.	2.9%	6.3%	.	6.1%	2.2%
Don't know if will have a tablet	2.7%	5.6%	.	.	4.0%	.	5.7%	.	4.5%	.	2.2%
Total (N)	442	36	9	14	126	12	35	64	22	33	91

Table 21. Type of Mobile Phone (among those bringing a mobile phone to campus)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Cell phone/feature phone	10.3%	10.8%	12.0%	8.3%	13.2%	10.9%	12.3%	10.4%	6.7%	5.8%	7.7%
iOS smartphone (e.g., iPhone)	62.7%	54.3%	60.0%	75.0%	53.6%	65.6%	67.5%	63.7%	72.1%	70.2%	69.4%
Android smartphone	24.3%	32.8%	28.0%	15.0%	30.1%	20.3%	16.3%	23.7%	19.2%	23.4%	19.5%
Windows smartphone	0.7%	0.5%	.	.	1.2%	1.6%	0.5%	0.7%	.	.	0.4%
Blackberry smartphone	0.3%	0.5%	.	.	0.2%	.	1.0%	0.4%	1.0%	.	0.2%
Other smartphone	0.3%	.	.	.	0.2%	.	0.5%	0.4%	1.0%	.	0.4%
Don't know	1.5%	1.1%	.	1.7%	1.7%	1.6%	2.0%	0.7%	.	0.6%	2.3%
Total (N)	2,258	186	50	60	661	64	203	278	104	171	481

Table 22. Frequency of Desktop Use (among those bringing two or more of the following: desktop, laptop, tablet, mobile phone)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
It will be the only device used for school-related work	4.2%	25.0%	.	.	2.9%	.	.	12.5%	.	.	.
Will use it most of the time	43.1%	50.0%	100.0%	.	42.9%	.	66.7%	25.0%	100.0%	50.0%	43.8%
Will use it some of the time	38.9%	25.0%	.	.	42.9%	.	.	50.0%	.	50.0%	43.8%
Will rarely use it	11.1%	.	.	100.0%	8.6%	.	33.3%	12.5%	.	.	12.5%
Will never use it for school-related work	2.8%	.	.	.	2.9%	100.0%	.	.	.	.	.
Total (N)	72	4	1	1	35	1	3	8	1	2	16

Table 23. Frequency of Laptop Use (among those bringing two or more of the following: desktop, laptop, tablet, mobile phone)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
It will be the only device used for school-related work	23.2%	26.8%	24.0%	20.0%	24.0%	22.2%	18.0%	26.4%	18.3%	26.3%	21.6%
Will use it most of the time	71.7%	68.3%	72.0%	80.0%	71.0%	69.8%	77.5%	66.3%	77.9%	65.9%	74.6%
Will use it some of the time	5.0%	4.9%	4.0%	.	4.9%	7.9%	4.5%	7.2%	3.8%	7.8%	3.8%
Will rarely use it	0.0%	.	.	.	0.2%	.	.	.	.	.	.
Total (N)	2,235	183	50	60	655	63	200	276	104	167	477

Table 24. Frequency of Tablet Use (among those bringing two or more of the following: desktop, laptop, tablet, mobile phone)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
It will be the only device used for school-related work	0.5%	.	.	.	.	8.3%	.	.	.	.	1.1%
Will use it most of the time	11.2%	17.1%	11.1%	.	9.7%	25.0%	11.8%	10.9%	13.6%	9.1%	11.1%
Will use it some of the time	52.1%	54.3%	55.6%	66.7%	50.0%	50.0%	50.0%	46.9%	63.6%	45.5%	55.6%
Will rarely use it	31.5%	28.6%	33.3%	26.7%	36.3%	8.3%	32.4%	34.4%	22.7%	36.4%	27.8%
Will never use it for school-related work	4.8%	.	.	6.7%	4.0%	8.3%	5.9%	7.8%	.	9.1%	4.4%
Total (N)	438	35	9	15	124	12	34	64	22	33	90

Table 25. Frequency of Mobile Phone Use (among those bringing two or more of the following: desktop, laptop, tablet, mobile phone)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
It will be the only device used for school-related work	0.5%	.	.	.	0.5%	3.2%	.	0.4%	.	0.6%	0.8%
Will use it most of the time	7.9%	7.1%	10.0%	8.3%	6.1%	12.7%	9.0%	9.0%	10.6%	5.9%	8.8%
Will use it some of the time	36.3%	34.1%	30.0%	45.0%	33.3%	44.4%	42.8%	33.5%	37.5%	46.7%	34.7%
Will rarely use it	43.7%	46.2%	46.0%	38.3%	46.7%	28.6%	38.8%	43.2%	44.2%	39.1%	45.1%
Will never use it for school-related work	11.6%	12.6%	14.0%	8.3%	13.5%	11.1%	9.5%	14.0%	7.7%	7.7%	10.6%
Total (N)	2,244	182	50	60	658	63	201	278	104	169	479

Table 26. Bringing Television to Campus

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Not applicable - will not be living on campus this fall	5.5%	5.1%	3.8%	3.1%	4.4%	6.1%	9.2%	5.4%	3.7%	9.0%	5.2%
No, will not be bringing a television to campus	37.6%	40.4%	62.3%	26.6%	42.8%	22.7%	37.3%	44.1%	41.3%	26.6%	29.7%
Yes, will be bringing a Standard Definition TV	13.3%	18.7%	11.3%	17.2%	8.5%	19.7%	16.1%	13.2%	16.5%	14.9%	14.5%
Yes, will be bringing a High Definition TV	24.4%	19.7%	17.0%	28.1%	26.8%	33.3%	19.4%	19.7%	24.8%	29.3%	25.0%
Don't know if will be bringing a TV	19.2%	16.2%	5.7%	25.0%	17.6%	18.2%	18.0%	17.6%	13.8%	20.2%	25.6%
Total (N)	2,412	198	53	64	706	66	217	295	109	188	516

APPLYING TO NC STATE

Table 27. Number of Schools to Which Respondents Applied

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
One	11.1%	18.9%	13.6%	7.4%	14.8%	11.4%	7.1%	7.7%	10.0%	4.7%	9.8%
Two	16.9%	18.4%	18.6%	16.2%	19.9%	21.5%	12.0%	16.0%	13.6%	15.2%	15.5%
Three	22.9%	24.1%	20.3%	29.4%	22.7%	21.5%	19.9%	23.4%	18.2%	20.4%	25.4%
Four	19.9%	14.6%	28.8%	19.1%	15.2%	16.5%	24.1%	20.6%	22.7%	28.9%	21.8%
Five or more	29.1%	24.1%	18.6%	27.9%	27.4%	29.1%	36.9%	32.3%	35.5%	30.8%	27.5%
Total (N)	2,656	212	59	68	777	79	241	325	110	211	574

Contacts During Admissions Process

Table 28. Call from Faculty/Staff

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	15.7%	12.3%	31.6%	41.0%	11.9%	26.4%	17.5%	13.6%	9.1%	22.5%	15.0%
No	66.3%	77.5%	38.6%	39.3%	69.2%	44.4%	70.5%	69.5%	71.7%	53.9%	67.4%
Don't know/Don't remember	18.0%	10.2%	29.8%	19.7%	18.9%	29.2%	12.0%	16.9%	19.2%	23.6%	17.5%
Total (N)	2,419	187	57	61	714	72	217	302	99	191	519

Table 29. Call from Current Student

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	28.5%	23.6%	37.0%	60.9%	30.3%	48.1%	25.6%	25.3%	16.7%	48.8%	17.3%
No	59.2%	69.1%	37.0%	34.4%	57.1%	33.8%	61.9%	62.2%	74.5%	40.8%	68.8%
Don't know/Don't remember	12.4%	7.3%	25.9%	4.7%	12.6%	18.2%	12.6%	12.5%	8.8%	10.4%	13.9%
Total (N)	2,463	191	54	64	736	77	215	304	102	201	519

Table 30. Call from Graduate of NC State

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	7.3%	4.4%	3.7%	13.6%	8.6%	11.6%	5.7%	5.4%	9.1%	8.0%	6.6%
No	77.2%	85.7%	75.9%	71.2%	74.8%	69.6%	78.8%	79.7%	81.8%	68.6%	79.3%
Don't know/Don't remember	15.6%	9.9%	20.4%	15.3%	16.6%	18.8%	15.6%	14.9%	9.1%	23.4%	14.0%
Total (N)	2,382	182	54	59	711	69	212	295	99	188	513

Table 31. Letter From Outside Admissions Office

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	42.1%	45.5%	45.8%	50.0%	45.5%	57.0%	38.4%	43.5%	31.8%	51.9%	32.2%
No	24.8%	28.0%	23.7%	17.6%	20.9%	15.2%	28.9%	23.3%	32.7%	16.2%	32.2%
Don't know/Don't remember	33.0%	26.5%	30.5%	32.4%	33.6%	27.8%	32.6%	33.2%	35.5%	31.9%	35.7%
Total (N)	2,640	211	59	68	767	79	242	322	110	210	572

FACTORS INFLUENCING DECISION TO ATTEND NC STATE

Table 32. Factors Influencing Decision to Attend NC State: Academic Reputation

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	39.9%	44.7%	33.9%	38.5%	45.8%	33.3%	32.2%	38.4%	41.7%	30.1%	39.0%
Strong influence	45.0%	39.9%	42.4%	46.2%	44.2%	48.7%	45.6%	43.4%	35.2%	52.4%	47.6%
Moderate influence	14.0%	13.5%	20.3%	12.3%	9.6%	17.9%	20.5%	16.0%	21.3%	17.0%	12.7%
Weak influence	0.8%	1.0%	3.4%	1.5%	0.3%	.	1.7%	1.6%	0.9%	0.5%	0.5%
Very weak influence	0.3%	1.0%	.	1.5%	0.1%	.	.	0.6%	0.9%	.	0.2%
Total (N)	2,604	208	59	65	762	78	239	318	108	206	561

Table 33. Factors Influencing Decision to Attend NC State: Cost

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	23.6%	16.9%	13.6%	22.7%	30.2%	12.0%	18.6%	21.7%	26.4%	26.6%	21.2%
Strong influence	27.5%	27.9%	28.8%	27.3%	28.2%	25.3%	26.3%	28.7%	21.7%	29.1%	26.9%
Moderate influence	34.8%	37.8%	44.1%	42.4%	31.0%	41.3%	36.0%	33.1%	41.5%	32.5%	35.9%
Weak influence	9.8%	13.4%	6.8%	6.1%	6.7%	17.3%	14.0%	12.4%	6.6%	7.9%	10.7%
Very weak influence	4.3%	4.0%	6.8%	1.5%	3.9%	4.0%	5.1%	4.1%	3.8%	3.9%	5.3%
Total (N)	2,554	201	59	66	751	75	236	314	106	203	543

Table 34. Factors Influencing Decision to Attend NC State: Location

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	27.2%	25.7%	24.1%	29.9%	23.4%	32.0%	32.5%	29.9%	25.7%	31.9%	27.2%
Strong influence	32.5%	27.7%	37.9%	28.4%	32.2%	34.7%	39.2%	30.3%	33.9%	36.2%	31.1%
Moderate influence	29.2%	35.9%	31.0%	32.8%	31.0%	22.7%	24.1%	28.3%	28.4%	22.7%	29.7%
Weak influence	7.8%	7.3%	3.4%	9.0%	10.0%	6.7%	2.1%	8.3%	6.4%	5.8%	8.6%
Very weak influence	3.2%	3.4%	3.4%	.	3.3%	4.0%	2.1%	3.2%	5.5%	3.4%	3.4%
Total (N)	2,586	206	58	67	757	75	237	314	109	207	556

Table 35. Factors Influencing Decision to Attend NC State: Size

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	11.6%	9.0%	12.1%	20.9%	8.1%	14.7%	17.5%	10.6%	12.1%	16.3%	11.6%
Strong influence	24.0%	19.0%	15.5%	25.4%	20.5%	30.7%	27.9%	22.4%	26.2%	32.2%	26.2%
Moderate influence	36.9%	39.5%	34.5%	31.3%	37.0%	34.7%	34.1%	39.4%	42.1%	29.8%	38.5%
Weak influence	19.1%	18.5%	29.3%	17.9%	24.4%	13.3%	17.5%	17.3%	13.1%	14.9%	16.5%
Very weak influence	8.4%	14.0%	8.6%	4.5%	10.0%	6.7%	3.1%	10.3%	6.5%	6.7%	7.1%
Total (N)	2,544	200	58	67	738	75	229	312	107	208	550

Table 36. Factors Influencing Decision to Attend NC State: Availability of Program

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	41.3%	59.4%	62.1%	42.4%	51.6%	41.3%	25.0%	39.7%	58.7%	26.5%	27.6%
Strong influence	30.9%	22.7%	22.4%	36.4%	29.8%	33.3%	29.7%	33.7%	27.5%	42.6%	30.8%
Moderate influence	21.0%	12.6%	13.8%	19.7%	14.1%	20.0%	31.4%	19.9%	12.8%	22.5%	32.3%
Weak influence	4.7%	2.9%	1.7%	.	3.5%	4.0%	8.9%	5.1%	0.9%	5.9%	6.3%
Very weak influence	2.1%	2.4%	.	1.5%	1.1%	1.3%	5.1%	1.6%	.	2.5%	3.0%
Total (N)	2,558	207	58	66	752	75	236	312	109	204	539

Table 37. Factors Influencing Decision to Attend NC State: Recommended by a Friend, Family Member, Teacher, Counselor, etc.

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	22.7%	22.3%	19.6%	26.9%	20.1%	35.6%	27.2%	19.8%	18.6%	22.8%	25.0%
Strong influence	25.4%	27.1%	28.6%	29.9%	21.9%	16.4%	26.7%	26.7%	26.5%	26.4%	28.2%
Moderate influence	31.5%	28.7%	28.6%	25.4%	34.9%	37.0%	28.1%	29.5%	37.3%	31.6%	29.5%
Weak influence	12.1%	13.8%	8.9%	9.0%	13.1%	2.7%	8.8%	14.6%	13.7%	13.5%	11.4%
Very weak influence	8.2%	8.0%	14.3%	9.0%	10.0%	8.2%	9.2%	9.4%	3.9%	5.7%	5.9%
Total (N)	2,409	188	56	67	700	73	217	288	102	193	525

Table 38. Factors Influencing Decision to Attend NC State: Number of Hours Transferred/Credited

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	5.0%	4.5%	.	8.7%	6.1%	3.8%	4.4%	7.0%	4.1%	8.2%	1.6%
Strong influence	9.6%	13.0%	2.6%	8.7%	9.9%	13.2%	13.3%	11.1%	9.5%	4.8%	7.6%
Moderate influence	25.8%	23.4%	17.9%	23.9%	24.8%	28.3%	19.0%	27.9%	20.3%	29.9%	30.0%
Weak influence	32.3%	27.9%	56.4%	47.8%	28.8%	17.0%	37.3%	32.8%	41.9%	32.7%	32.7%
Very weak influence	27.3%	31.2%	23.1%	10.9%	30.5%	37.7%	25.9%	21.3%	24.3%	24.5%	28.1%
Total (N)	1,859	154	39	46	577	53	158	244	74	147	367

Table 39. Factors Influencing Decision to Attend NC State: Level of Support for My Intended Major

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	40.6%	55.3%	66.1%	35.4%	57.5%	23.3%	14.8%	37.2%	55.1%	18.7%	29.3%
Strong influence	30.1%	27.7%	22.0%	36.9%	28.9%	43.8%	23.9%	30.1%	30.8%	38.9%	30.1%
Moderate influence	21.7%	15.5%	10.2%	23.1%	10.0%	17.8%	42.2%	22.4%	12.1%	36.0%	29.7%
Weak influence	5.5%	0.5%	1.7%	1.5%	2.5%	9.6%	14.3%	7.7%	0.9%	5.9%	7.6%
Very weak influence	2.1%	1.0%	.	3.1%	1.1%	5.5%	4.8%	2.6%	0.9%	0.5%	3.3%
Total (N)	2,524	206	59	65	757	73	230	312	107	203	512

Table 40. Factors Influencing Decision to Attend NC State: Facilities and Resources Available

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	31.6%	41.1%	29.3%	30.8%	35.6%	33.8%	22.7%	34.1%	48.6%	22.9%	24.5%
Strong influence	38.8%	36.2%	36.2%	32.3%	38.0%	49.4%	44.6%	33.4%	32.1%	46.3%	39.5%
Moderate influence	24.0%	18.4%	25.9%	35.4%	20.7%	15.6%	24.5%	27.7%	16.5%	23.9%	29.5%
Weak influence	4.3%	2.9%	5.2%	.	4.1%	1.3%	6.9%	3.5%	1.8%	5.4%	5.3%
Very weak influence	1.4%	1.4%	3.4%	1.5%	1.6%	.	1.3%	1.3%	0.9%	1.5%	1.3%
Total (N)	2,576	207	58	65	758	77	233	314	109	205	550

Table 41. Factors Influencing Decision to Attend NC State: Scholarships/Financial Aid Available

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	19.7%	28.3%	9.3%	14.3%	20.0%	20.0%	22.8%	20.1%	20.6%	18.3%	16.2%
Strong influence	16.6%	12.6%	14.8%	15.9%	14.7%	21.4%	17.2%	21.1%	19.6%	13.3%	18.1%
Moderate influence	28.5%	28.8%	25.9%	31.7%	27.9%	25.7%	26.5%	25.6%	32.0%	28.3%	31.6%
Weak influence	19.0%	14.1%	27.8%	22.2%	19.7%	18.6%	19.5%	19.0%	15.5%	20.0%	18.5%
Very weak influence	16.3%	16.2%	22.2%	15.9%	17.7%	14.3%	14.0%	14.2%	12.4%	20.0%	15.6%
Total (N)	2,329	191	54	63	689	70	215	289	97	180	481

Table 42. Factors Influencing Decision to Attend NC State: Pack Promise Program

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	8.2%	11.9%	.	13.9%	7.1%	11.1%	9.9%	10.1%	10.9%	6.9%	6.4%
Strong influence	10.6%	10.4%	.	19.4%	7.3%	13.3%	14.2%	9.6%	10.9%	13.1%	12.7%
Moderate influence	33.6%	30.4%	25.0%	44.4%	31.3%	31.1%	29.1%	33.0%	36.4%	36.2%	39.1%
Weak influence	20.4%	20.7%	31.3%	11.1%	20.0%	22.2%	19.9%	21.8%	21.8%	20.0%	20.0%
Very weak influence	27.2%	26.7%	43.8%	11.1%	34.4%	22.2%	27.0%	25.5%	20.0%	23.8%	21.8%
Total (N)	1,543	135	32	36	451	45	141	188	55	130	330

Table 43. Factors Influencing Decision to Attend NC State: Campus Visit Prior to Orientation

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	25.4%	25.5%	29.1%	31.3%	22.0%	39.4%	29.4%	30.5%	24.8%	22.7%	23.8%
Strong influence	36.3%	34.2%	30.9%	39.1%	34.7%	39.4%	39.7%	33.1%	38.6%	45.9%	35.5%
Moderate influence	27.3%	32.6%	32.7%	26.6%	30.0%	14.1%	19.6%	26.2%	29.7%	23.8%	27.6%
Weak influence	6.6%	3.3%	7.3%	1.6%	8.6%	4.2%	6.9%	5.5%	4.0%	4.9%	7.9%
Very weak influence	4.3%	4.3%	.	1.6%	4.9%	2.8%	4.4%	4.7%	3.0%	2.7%	5.2%
Total (N)	2,319	184	55	64	701	71	204	275	101	185	479

Table 44. Factors Influencing Decision to Attend NC State: Contact with a Current Student

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	18.4%	24.6%	15.7%	20.0%	13.8%	34.8%	20.8%	18.0%	20.0%	16.6%	19.7%
Strong influence	27.9%	21.0%	29.4%	34.5%	27.4%	22.7%	30.1%	26.8%	30.6%	26.3%	30.6%
Moderate influence	31.7%	29.3%	33.3%	29.1%	32.7%	21.2%	29.0%	28.9%	30.6%	37.1%	33.9%
Weak influence	12.6%	13.8%	13.7%	9.1%	14.7%	13.6%	12.0%	15.9%	9.4%	10.3%	9.3%
Very weak influence	9.4%	11.4%	7.8%	7.3%	11.4%	7.6%	8.2%	10.5%	9.4%	9.7%	6.5%
Total (N)	2,039	167	51	55	587	66	183	239	85	175	431

Table 45. Factors Influencing Decision to Attend NC State: Contact with a Faculty or Staff Member

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	11.3%	13.8%	6.4%	22.4%	12.3%	24.1%	7.8%	9.8%	14.3%	8.7%	7.9%
Strong influence	19.5%	20.3%	29.8%	28.6%	17.3%	15.5%	16.3%	22.4%	27.1%	21.3%	16.2%
Moderate influence	28.9%	27.5%	27.7%	28.6%	28.9%	29.3%	29.5%	25.7%	27.1%	29.9%	31.7%
Weak influence	23.6%	23.9%	21.3%	14.3%	22.8%	19.0%	24.8%	24.0%	21.4%	26.0%	26.4%
Very weak influence	16.7%	14.5%	14.9%	6.1%	18.6%	12.1%	21.7%	18.0%	10.0%	14.2%	17.7%
Total (N)	1,447	138	47	49	381	58	129	183	70	127	265

Table 46. Factors Influencing Decision to Attend NC State: Contact with an NC State Graduate

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	15.0%	21.3%	9.5%	31.6%	12.2%	24.4%	18.0%	11.2%	19.3%	9.2%	16.1%
Strong influence	21.4%	22.0%	19.0%	23.7%	19.2%	17.8%	17.3%	17.9%	14.0%	22.5%	28.9%
Moderate influence	32.0%	22.8%	23.8%	15.8%	35.2%	31.1%	30.8%	35.8%	29.8%	31.7%	33.3%
Weak influence	17.6%	18.1%	31.0%	23.7%	17.6%	11.1%	19.5%	17.9%	24.6%	19.2%	13.4%
Very weak influence	13.9%	15.7%	16.7%	5.3%	15.7%	15.6%	14.3%	17.3%	12.3%	17.5%	8.3%
Total (N)	1,503	127	42	38	426	45	133	179	57	120	336

Table 47. Factors Influencing Decision to Attend NC State: Letter from Someone Other than Admissions Office

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	4.2%	5.1%	.	11.4%	3.6%	7.5%	1.7%	5.2%	11.1%	3.7%	2.5%
Strong influence	9.5%	7.7%	2.7%	27.3%	7.4%	17.0%	14.7%	7.6%	7.4%	11.9%	8.3%
Moderate influence	27.4%	36.8%	18.9%	27.3%	24.2%	30.2%	24.1%	29.1%	24.1%	30.4%	28.5%
Weak influence	31.8%	28.2%	54.1%	18.2%	31.6%	26.4%	31.0%	34.3%	31.5%	31.1%	33.1%
Very weak influence	27.2%	22.2%	24.3%	15.9%	33.3%	18.9%	28.4%	23.8%	25.9%	23.0%	27.7%
Total (N)	1,388	117	37	44	418	53	116	172	54	135	242

Table 48. Factors Influencing Decision to Attend NC State: Attendance at a College Fair

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	5.5%	4.4%	5.4%	9.7%	5.3%	11.4%	6.1%	4.2%	6.5%	4.5%	5.6%
Strong influence	13.2%	16.7%	5.4%	16.1%	13.0%	9.1%	11.3%	16.7%	15.2%	14.5%	11.1%
Moderate influence	32.7%	40.4%	27.0%	22.6%	32.5%	31.8%	39.1%	28.6%	26.1%	28.2%	34.8%
Weak influence	25.7%	21.1%	37.8%	35.5%	23.5%	27.3%	20.9%	25.0%	34.8%	26.4%	28.5%
Very weak influence	22.9%	17.5%	24.3%	16.1%	25.8%	20.5%	22.6%	25.6%	17.4%	26.4%	20.0%
Total (N)	1,335	114	37	31	400	44	115	168	46	110	270

Table 49. Factors Influencing Decision to Attend NC State: Publications from NC State

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	4.2%	3.8%	2.3%	4.8%	3.5%	8.9%	3.0%	6.4%	2.7%	6.5%	3.2%
Strong influence	10.5%	13.5%	2.3%	28.6%	9.7%	8.9%	11.6%	8.7%	6.8%	11.8%	10.6%
Moderate influence	36.3%	41.0%	16.3%	26.2%	32.7%	41.1%	41.5%	35.6%	43.2%	31.4%	41.2%
Weak influence	27.5%	25.0%	53.5%	21.4%	30.5%	16.1%	25.6%	25.6%	27.0%	25.5%	26.3%
Very weak influence	21.5%	16.7%	25.6%	19.0%	23.7%	25.0%	18.3%	23.7%	20.3%	24.8%	18.6%
Total (N)	1,831	156	43	42	548	56	164	219	74	153	376

Table 50. Factors Influencing Decision to Attend NC State: Extracurricular Opportunities

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	15.5%	14.3%	11.1%	19.7%	12.2%	26.4%	21.9%	13.6%	12.6%	20.6%	16.1%
Strong influence	29.5%	39.2%	18.5%	24.6%	28.7%	29.2%	32.6%	28.0%	23.3%	32.2%	28.5%
Moderate influence	34.7%	29.1%	38.9%	37.7%	33.6%	33.3%	26.5%	35.0%	43.7%	34.2%	39.4%
Weak influence	13.3%	12.2%	29.6%	11.5%	16.4%	8.3%	11.6%	14.0%	11.7%	10.6%	10.2%
Very weak influence	7.0%	5.3%	1.9%	6.6%	9.1%	2.8%	7.4%	9.4%	8.7%	2.5%	5.9%
Total (N)	2,367	189	54	61	696	72	215	286	103	199	492

Table 51. Factors Influencing Decision to Attend NC State: Acceptance Into the First Year College Program

	NCSU	DASA
Very strong influence	35.8%	35.8%
Strong influence	31.8%	31.8%
Moderate influence	20.5%	20.5%
Weak influence	6.6%	6.6%
Very weak influence	5.2%	5.2%
Total (N)	497	497

Table 52. Factors Influencing Decision to Attend NC State: University Recreation Facilities and Programs

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	13.7%	14.3%	9.8%	8.8%	10.9%	21.4%	15.1%	12.8%	12.7%	15.6%	16.6%
Strong influence	24.8%	24.3%	21.6%	26.3%	21.8%	25.7%	26.1%	21.3%	24.5%	26.0%	30.1%
Moderate influence	38.2%	35.4%	37.3%	43.9%	39.4%	37.1%	36.7%	36.5%	36.3%	42.2%	37.8%
Weak influence	14.5%	17.5%	21.6%	14.0%	16.9%	11.4%	15.1%	14.2%	17.6%	12.5%	10.0%
Very weak influence	8.8%	8.5%	9.8%	7.0%	11.0%	4.3%	6.9%	15.2%	8.8%	3.6%	5.6%
Total (N)	2,410	189	51	57	716	70	218	296	102	192	519

Table 53. Factors Influencing Decision to Attend NC State: Commitment to the Environment and Sustainability

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	9.7%	8.9%	6.0%	12.3%	9.8%	15.2%	11.0%	7.9%	7.1%	8.9%	10.4%
Strong influence	18.5%	21.5%	18.0%	21.1%	15.4%	30.3%	21.0%	17.9%	16.2%	17.2%	20.3%
Moderate influence	34.1%	43.5%	26.0%	22.8%	33.7%	33.3%	29.0%	36.2%	32.3%	32.3%	35.1%
Weak influence	21.7%	14.7%	32.0%	31.6%	21.2%	9.1%	26.7%	22.4%	27.3%	24.0%	19.9%
Very weak influence	16.1%	11.5%	18.0%	12.3%	19.9%	12.1%	12.4%	15.5%	17.2%	17.7%	14.3%
Total (N)	2,336	191	50	57	683	66	210	290	99	192	498

Table 54. Factors Influencing Decision to Attend NC State: Other

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very strong influence	65.9%	85.7%	66.7%	100.0%	63.0%	100.0%	77.8%	66.7%	62.5%	62.5%	43.5%
Strong influence	15.9%	7.1%	33.3%	.	15.2%	.	5.6%	13.3%	12.5%	25.0%	30.4%
Moderate influence	11.6%	.	.	.	13.0%	.	16.7%	16.7%	12.5%	.	17.4%
Weak influence	4.3%	.	.	.	4.3%	.	.	3.3%	.	12.5%	8.7%
Very weak influence	2.4%	7.1%	.	.	4.3%	.	.	.	12.5%	.	.
Total (N)	164	14	3	2	46	4	18	30	8	16	23

Table 55. Most Influential Factor in Decision to Attend NC State

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Academic reputation	28.5%	18.8%	13.8%	19.1%	30.7%	19.7%	32.9%	25.1%	19.1%	35.1%	32.3%
Cost	8.6%	5.8%	5.2%	7.4%	11.9%	3.9%	8.4%	7.8%	2.7%	7.7%	8.6%
Location	7.4%	3.8%	1.7%	13.2%	4.7%	9.2%	13.1%	9.7%	2.7%	13.9%	6.6%
Size	0.5%	0.5%	.	2.9%	0.3%	1.3%	0.4%	.	0.9%	1.4%	0.5%
Availability of program	13.3%	24.5%	29.3%	7.4%	14.2%	15.8%	6.3%	16.0%	28.2%	5.8%	7.7%
Recommended by a friend, family member, teacher, counselor, etc.	4.8%	3.4%	1.7%	5.9%	2.5%	11.8%	7.6%	2.8%	8.2%	5.8%	6.4%
Number of hours transferred/credited	0.3%	.	.	.	0.5%	.	.	0.6%	.	.	0.2%
Level of support for my intended major	16.9%	25.5%	36.2%	19.1%	24.0%	14.5%	5.5%	14.7%	25.5%	5.3%	10.7%
Facilities and resources available	2.3%	3.4%	1.7%	.	2.1%	2.6%	1.7%	1.6%	3.6%	2.9%	2.9%
Scholarships/financial aid available	4.4%	4.8%	.	8.8%	3.8%	2.6%	6.8%	6.0%	1.8%	5.8%	3.4%
Pack Promise Program	0.5%	.	.	.	0.1%	.	1.7%	1.3%	0.9%	0.5%	0.4%

(Continued)

2013 Incoming Freshmen Survey
College Comparisons

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Campus visit prior to orientation	3.5%	2.9%	1.7%	2.9%	1.8%	3.9%	5.9%	5.3%	0.9%	6.3%	3.6%
Contact with a current student	1.0%	1.0%	.	1.5%	0.1%	1.3%	0.8%	1.6%	0.9%	2.4%	1.4%
Contact with a faculty or staff member	0.6%	0.5%	.	5.9%	0.1%	2.6%	0.8%	0.6%	0.9%	0.5%	0.2%
Contact with a graduate	0.6%	1.0%	1.7%	1.5%	0.3%	1.3%	1.3%	0.6%	.	0.5%	0.4%
Letter from someone other than Admissions Office	0.0%	0.5%	.	.	.	.	.	.	.	.	.
Attendance at a College Fair	0.1%	.	.	.	.	.	0.4%	.	.	.	0.2%
Publications from NC State	0.0%	.	.	.	.	.	.	.	.	0.5%	.
Extracurricular opportunities	1.3%	0.5%	.	.	0.4%	2.6%	1.7%	1.3%	1.8%	1.4%	2.5%
Acceptance into the First Year College program	1.8%	.	.	.	.	.	.	.	.	.	8.2%
Campus Recreation programs	0.3%	.	.	.	0.3%	1.3%	0.4%	0.3%	0.9%	0.5%	.
Commitment to the environment and sustainability	0.2%	.	.	.	0.3%	1.3%	.	.	.	.	0.2%
Other	3.3%	3.4%	6.9%	4.4%	1.8%	3.9%	4.2%	4.7%	0.9%	3.8%	3.8%
Total (N)	2,603	208	58	68	759	76	237	319	110	208	560

Table 56. Was NC State First Choice of Colleges to Attend

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
It was my only choice	9.2%	18.3%	5.2%	6.0%	12.8%	7.9%	5.0%	7.5%	10.0%	4.8%	6.3%
Yes - it was my first choice	58.3%	62.0%	81.0%	68.7%	58.3%	73.7%	47.5%	53.8%	64.5%	52.6%	59.4%
No - it was my second choice	24.8%	15.4%	8.6%	22.4%	20.9%	17.1%	34.9%	29.2%	19.1%	33.5%	27.5%
No - it was my third choice or below	7.7%	4.3%	5.2%	3.0%	8.0%	1.3%	12.6%	9.4%	6.4%	9.1%	6.8%
Total (N)	2,600	208	58	67	760	76	238	318	110	209	556

Table 57. Satisfaction With University Admissions Process

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very satisfied	52.3%	55.3%	46.6%	59.7%	56.6%	47.3%	57.2%	55.1%	38.2%	56.3%	43.1%
Moderately satisfied	42.5%	39.4%	51.7%	31.3%	40.2%	45.9%	39.0%	41.8%	55.5%	36.5%	48.2%
Moderately dissatisfied	4.6%	5.3%	.	7.5%	2.8%	5.4%	3.4%	2.8%	5.5%	5.8%	7.8%
Very dissatisfied	0.7%	.	1.7%	1.5%	0.4%	1.4%	0.4%	0.3%	0.9%	1.4%	0.9%
Total (N)	2,583	208	58	67	754	74	236	316	110	208	552

Table 58. Satisfaction With Departmental Admissions Process

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very satisfied	57.3%	60.5%	60.3%	71.0%	61.0%	62.3%	61.4%	58.4%	52.4%	63.5%	44.1%
Moderately satisfied	37.5%	37.5%	32.8%	25.8%	36.7%	33.3%	31.4%	37.9%	43.7%	33.0%	44.1%
Moderately dissatisfied	4.3%	1.5%	5.2%	3.2%	2.2%	2.9%	4.5%	3.8%	3.9%	2.5%	9.7%
Very dissatisfied	0.9%	0.5%	1.7%	.	0.1%	1.4%	2.7%	.	.	1.0%	2.1%
Total (N)	2,384	200	58	62	689	69	223	293	103	200	487

Table 59. Virtual Advising Center Website

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Excellent	12.7%	16.9%	3.4%	18.2%	9.4%	15.8%	15.1%	11.9%	9.2%	16.8%	14.2%
Good	38.1%	35.7%	43.1%	43.9%	34.3%	35.5%	37.4%	38.9%	44.0%	38.5%	42.0%
Fair	11.6%	12.1%	10.3%	6.1%	11.9%	7.9%	10.9%	13.5%	13.8%	10.1%	11.5%
Poor	2.1%	1.4%	.	1.5%	2.4%	.	3.8%	3.4%	1.8%	1.4%	1.3%
Never used	35.5%	33.8%	43.1%	30.3%	42.0%	40.8%	32.8%	32.3%	31.2%	33.2%	31.0%
Total (N)	2,593	207	58	66	757	76	238	319	109	208	555

Table 60. Virtual Advising Center Website (among those who have used the website)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Excellent	19.7%	25.5%	6.1%	26.1%	16.2%	26.7%	22.5%	17.6%	13.3%	25.2%	20.6%
Good	59.1%	54.0%	75.8%	63.0%	59.2%	60.0%	55.6%	57.4%	64.0%	57.6%	60.8%
Fair	17.9%	18.2%	18.2%	8.7%	20.5%	13.3%	16.3%	19.9%	20.0%	15.1%	16.7%
Poor	3.2%	2.2%	.	2.2%	4.1%	.	5.6%	5.1%	2.7%	2.2%	1.8%
Total (N)	1,673	137	33	46	439	45	160	216	75	139	383

PAYING FOR COLLEGE

Table 61. Family Resources (parents, relatives, spouse, etc.)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
None	7.6%	9.9%	5.5%	7.7%	7.9%	2.8%	10.4%	11.0%	2.8%	7.4%	5.0%
Less than \$1,000	9.9%	11.9%	7.3%	6.2%	9.2%	11.3%	14.3%	9.7%	9.3%	6.4%	10.3%
\$1,000-\$2,999	11.5%	18.3%	10.9%	9.2%	12.2%	9.9%	10.9%	11.4%	12.0%	5.9%	10.6%
\$3,000-\$5,999	13.4%	14.9%	20.0%	15.4%	11.0%	18.3%	13.9%	13.0%	16.7%	16.2%	13.0%
\$6,000-\$9,999	14.0%	10.9%	20.0%	12.3%	16.7%	18.3%	7.4%	15.6%	11.1%	12.3%	13.6%
\$10,000 or more	43.7%	34.2%	36.4%	49.2%	42.9%	39.4%	43.0%	39.3%	48.1%	52.0%	47.5%
Total (N)	2,531	202	55	65	743	71	230	308	108	204	545

Table 62. My Own Resources (savings from work, other income)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
None	29.4%	31.4%	31.6%	29.0%	29.9%	17.4%	29.5%	33.3%	29.8%	30.9%	26.3%
Less than \$1,000	39.3%	38.1%	43.9%	45.2%	36.9%	50.7%	42.7%	35.4%	40.4%	39.7%	40.8%
\$1,000-\$2,999	21.3%	21.6%	17.5%	14.5%	20.7%	23.2%	20.5%	22.2%	21.2%	21.1%	22.9%
\$3,000-\$5,999	6.7%	6.7%	7.0%	8.1%	7.9%	8.7%	4.5%	6.4%	3.8%	4.6%	6.9%
\$6,000-\$9,999	1.9%	0.5%	.	1.6%	2.5%	.	1.4%	1.0%	2.9%	2.6%	2.3%
\$10,000 or more	1.4%	1.5%	.	1.6%	2.1%	.	1.4%	1.7%	1.9%	1.0%	0.8%
Total (N)	2,441	194	57	62	720	69	220	297	104	194	524

Table 63. Aid That Does Not Need to Be Repaid (grants, scholarships, military funding, etc.)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
None	31.0%	23.7%	38.6%	25.0%	29.8%	19.7%	27.7%	29.9%	29.1%	40.9%	35.5%
Less than \$1,000	7.3%	3.5%	8.8%	6.3%	6.3%	14.1%	7.7%	9.2%	6.8%	6.2%	8.4%
\$1,000-\$2,999	14.8%	16.7%	17.5%	15.6%	15.2%	18.3%	14.5%	12.8%	18.4%	16.6%	12.8%
\$3,000-\$5,999	14.0%	13.1%	12.3%	15.6%	15.2%	12.7%	12.7%	14.8%	18.4%	9.8%	13.5%
\$6,000-\$9,999	9.8%	16.7%	3.5%	17.2%	9.4%	9.9%	11.4%	8.9%	6.8%	8.3%	8.4%
\$10,000 or more	23.1%	26.3%	19.3%	20.3%	24.2%	25.4%	25.9%	24.3%	20.4%	18.1%	21.4%
Total (N)	2,460	198	57	64	726	71	220	304	103	193	524

Table 64. Aid That Must Be Repaid (loans, etc.)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
None	49.0%	44.3%	62.5%	50.0%	52.8%	41.2%	43.3%	41.6%	55.3%	56.4%	47.8%
Less than \$1,000	3.1%	4.2%	3.6%	1.6%	2.9%	2.9%	4.1%	3.7%	1.0%	2.7%	2.7%
\$1,000-\$2,999	9.9%	15.1%	7.1%	16.1%	7.2%	11.8%	9.7%	12.1%	10.7%	6.9%	10.7%
\$3,000-\$5,999	22.7%	22.9%	19.6%	17.7%	22.9%	22.1%	24.0%	24.5%	19.4%	21.8%	22.9%
\$6,000-\$9,999	7.9%	6.8%	3.6%	11.3%	7.4%	11.8%	6.9%	8.7%	9.7%	5.3%	9.3%
\$10,000 or more	7.4%	6.8%	3.6%	3.2%	6.8%	10.3%	12.0%	9.4%	3.9%	6.9%	6.6%
Total (N)	2,420	192	56	62	721	68	217	298	103	188	515

Table 65. Other Than Above (VA Benefits, ROTC, gifts, etc.)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
None	93.4%	89.5%	100.0%	97.0%	92.9%	93.3%	95.6%	97.1%	92.7%	95.7%	90.8%
Less than \$1,000	3.3%	4.2%	.	3.0%	3.4%	3.3%	2.2%	2.2%	7.3%	.	4.6%
\$1,000-\$2,999	1.6%	4.2%	.	.	1.7%	3.3%	2.2%	0.7%	.	.	1.7%
\$3,000-\$5,999	0.8%	.	.	.	0.6%	.	.	.	.	4.3%	1.7%
\$6,000-\$9,999	0.3%	.	.	.	0.6%	.	.	.	.	.	0.4%
\$10,000 or more	0.6%	2.1%	.	.	0.8%	.	.	.	.	.	0.8%
Total (N)	1,116	95	27	33	354	30	91	137	41	69	239

Table 66. Submission of FAFSA (Free Application for Federal Student Aid)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	79.9%	87.9%	86.0%	84.8%	81.0%	85.5%	80.9%	80.6%	80.0%	67.0%	77.6%
No	15.5%	11.2%	8.8%	7.6%	15.0%	13.2%	14.9%	14.3%	13.6%	26.8%	16.6%
Don't know	4.6%	1.0%	5.3%	7.6%	4.0%	1.3%	4.3%	5.1%	6.4%	6.2%	5.8%
Total (N)	2,578	206	57	66	752	76	235	314	110	209	553

Table 67. Type(s) of Financial Aid Receiving

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Grants and scholarships	61.2%	71.0%	56.9%	70.1%	60.7%	71.1%	64.4%	63.6%	65.5%	50.2%	56.7%
Loans	47.2%	53.1%	41.4%	40.3%	45.1%	47.4%	47.9%	54.4%	47.3%	38.3%	48.2%
Other (VA benefits, ROTC, gifts from family other than parents, etc.)	13.2%	14.5%	6.9%	10.4%	15.2%	10.5%	13.6%	12.3%	15.5%	8.6%	12.8%
No financial aid at all	25.7%	19.8%	31.0%	23.9%	26.1%	22.4%	24.6%	20.3%	23.6%	37.3%	27.3%
Total (N)	2,591	207	58	67	756	76	236	316	110	209	556

Table 68. Satisfaction With Financial Aid Process

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very satisfied	29.0%	33.5%	18.8%	27.8%	25.8%	35.1%	32.8%	30.7%	25.8%	28.2%	30.5%
Moderately satisfied	53.3%	52.0%	52.1%	53.7%	56.2%	52.6%	47.0%	50.8%	53.9%	50.7%	54.8%
Moderately dissatisfied	12.8%	12.3%	20.8%	13.0%	12.8%	7.0%	14.8%	12.5%	18.0%	14.8%	10.3%
Very dissatisfied	4.9%	2.2%	8.3%	5.6%	5.2%	5.3%	5.5%	6.1%	2.2%	6.3%	4.3%
Total (N)	2,049	179	48	54	617	57	183	264	89	142	416

PREPARATION FOR COLLEGE

Table 69. High School Preparation for College

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very well	50.6%	45.6%	53.4%	54.5%	53.1%	43.2%	51.1%	51.1%	60.0%	51.5%	46.8%
Somewhat well	40.6%	43.2%	39.7%	34.8%	37.9%	51.4%	43.3%	39.0%	32.7%	40.6%	44.1%
Not very well	8.7%	11.2%	6.9%	10.6%	9.0%	5.4%	5.6%	9.9%	7.3%	7.9%	9.1%
Total (N)	2,555	206	58	66	746	74	231	313	110	202	549

Table 70. Self-Preparation for College

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very well	50.5%	55.6%	63.8%	45.5%	53.9%	43.2%	52.8%	46.3%	60.6%	44.8%	45.7%
Somewhat well	46.5%	40.5%	31.0%	50.0%	43.7%	52.7%	44.1%	52.4%	36.7%	51.2%	50.6%
Not very well	3.0%	3.9%	5.2%	4.5%	2.4%	4.1%	3.1%	1.3%	2.8%	4.0%	3.7%
Total (N)	2,546	205	58	66	746	74	229	313	109	201	545

Table 71. Participation in Pre-College Program

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Educational Talent Search	2.8%	2.5%	3.8%	1.6%	3.5%	4.5%	2.7%	2.7%	1.8%	1.6%	2.7%
Upward Bound	0.5%	0.0%	0.0%	0.0%	0.8%	0.0%	0.9%	1.0%	0.9%	0.5%	0.0%
GEAR UP	1.9%	1.0%	0.0%	0.0%	1.8%	7.6%	3.6%	1.7%	1.8%	2.1%	1.5%
Early College	3.7%	4.5%	0.0%	3.1%	4.8%	1.5%	2.3%	6.1%	1.8%	3.7%	2.5%
Total (N)	2,432	198	53	64	714	66	220	296	110	189	522

Table 72. Current Development of General Education Goals

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Development: Ability to plan and carry out projects independently	3.3	3.4	3.4	3.4	3.3	3.2	3.4	3.4	3.4	3.3	3.2
Development: Identifying a problem/concept and articulating its components	3.1	3.1	3.1	2.9	3.2	3.0	3.1	3.1	3.1	3.1	3.0
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.1	3.1	3.1	3.0	3.1	3.1	3.2	3.1	3.0	3.1	2.9
Development: Creating and being open to new ideas/perspectives	3.3	3.3	3.6	3.2	3.2	3.3	3.5	3.3	3.3	3.2	3.3
Development: Solving real world problems in ways that demonstrate imagination/creativity	3.0	3.0	3.3	3.0	3.1	3.1	3.1	2.9	3.2	3.0	3.0
Development: Capacity to engage with/respond to creative works and evaluate significance	2.9	2.8	3.5	2.8	2.8	2.9	3.1	2.9	3.2	2.7	2.9
Development: Writing effectively	2.9	2.9	2.9	3.1	2.9	2.9	3.2	2.9	2.9	2.8	2.9
Development: Speaking effectively	2.7	2.6	2.7	2.7	2.8	2.9	2.8	2.6	2.7	2.7	2.7
Development: Listening attentively	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.2	3.2	3.2
Development: Comprehending written and oral information	3.2	3.2	3.1	3.1	3.3	3.1	3.2	3.2	3.2	3.0	3.1
Development: Creating/distributing info and knowl using mult communication forms	2.9	2.8	3.1	2.9	3.0	2.9	2.9	2.9	3.1	3.0	2.9
Development: Using mathematical skills	3.2	3.0	2.8	2.9	3.6	2.8	2.6	3.2	3.0	3.1	3.0
Development: Applying scientific methods of inquiry	3.0	3.1	2.6	2.5	3.3	2.6	2.5	3.1	2.6	2.6	2.8
Development: Using technologies appropriate to my discipline	3.2	3.2	3.1	3.0	3.4	3.2	3.1	3.2	3.2	3.2	3.3
Development: Finding information using technology and evaluating it	3.2	3.2	3.1	3.0	3.3	3.2	3.2	3.2	3.3	3.2	3.2

Table 73. Current Development of Personal Development Goals

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Development: Recognizing and acting on ethical principles	3.3	3.3	3.3	3.5	3.3	3.4	3.4	3.3	3.4	3.3	3.3
Development: Developing leadership skills	3.1	3.1	3.1	3.2	3.1	3.3	3.2	3.0	3.2	3.2	3.1
Development: Working effectively as part of a team	3.3	3.4	3.3	3.5	3.3	3.4	3.3	3.2	3.4	3.4	3.4
Development: Being involved in public and community affairs	2.9	3.0	2.9	3.0	2.8	3.1	3.0	2.8	2.9	3.0	2.9
Development: Developing and sustaining an active and healthy lifestyle	3.0	2.9	2.9	3.0	3.0	3.2	3.0	3.0	3.1	3.1	3.1
Development: Experiencing personal growth	3.3	3.4	3.3	3.4	3.3	3.4	3.4	3.3	3.4	3.3	3.3
Development: Ability to handle stress	2.8	2.8	2.6	2.7	2.9	2.8	2.7	2.8	2.6	2.9	2.8
Development: Time management	2.6	2.7	2.6	2.8	2.7	2.7	2.7	2.6	2.7	2.7	2.5
Development: Ability to reflect, review, self-regulate, and self-examine	3.0	3.0	3.0	3.1	3.1	3.0	3.1	3.1	3.0	3.0	3.0
Development: Taking responsibility for my own behavior	3.5	3.5	3.5	3.6	3.5	3.4	3.5	3.5	3.5	3.4	3.4
Development: Potential for success	3.6	3.6	3.5	3.5	3.6	3.6	3.5	3.6	3.6	3.6	3.6
Development: Viewing failure as an opportunity to learn	3.0	2.9	2.9	2.9	3.1	3.2	2.9	2.9	3.0	2.9	3.0
Development: Gaining clarity in my future career direction	3.0	3.1	3.1	3.3	3.1	3.0	2.9	3.0	3.0	2.9	2.8

Table 74. Current Development of World View Goals

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Development: Understanding issues and problems facing the world	2.8	2.8	2.6	2.8	2.8	2.8	2.9	2.8	2.7	2.8	2.7
Development: Understanding and respecting diverse cultures, values, and perspectives	3.2	3.2	3.3	3.1	3.1	3.2	3.3	3.2	3.1	3.1	3.2
Development: Ability to work with people from diverse backgrounds	3.4	3.4	3.5	3.4	3.4	3.3	3.5	3.4	3.3	3.3	3.4
Development: Sensitivity to issues associated with gender equity	3.2	3.2	3.3	3.0	3.2	3.3	3.4	3.3	3.3	3.2	3.3
Development: Sensitivity to issues associated with racial equity	3.3	3.2	3.2	3.2	3.2	3.3	3.4	3.4	3.3	3.3	3.3
Development: Appreciating differences in sexual orientation	3.1	3.1	3.1	2.9	3.0	3.1	3.3	3.3	3.1	3.1	3.2
Development: Understanding the present as it relates to historical events	3.0	3.0	2.9	3.0	3.0	3.3	3.2	3.0	3.0	3.1	3.0
Development: Understanding the commonality of human problems globally	3.1	3.0	2.9	2.9	3.1	3.1	3.2	3.1	3.1	3.0	3.0

Table 75. Importance Rating of General Education Goals

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Importance: Ability to plan and carry out projects independently	3.8	3.8	3.9	3.8	3.7	3.7	3.8	3.7	3.8	3.8	3.8
Importance: Identifying a problem/concept and articulating its components	3.7	3.7	3.7	3.5	3.7	3.5	3.7	3.7	3.6	3.6	3.6
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.6	3.6	3.5	3.7	3.6	3.5	3.7	3.7	3.6	3.5	3.5
Importance: Creating and being open to new ideas/perspectives	3.7	3.7	3.8	3.7	3.6	3.6	3.7	3.7	3.7	3.6	3.6
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.7	3.7	3.8	3.6	3.7	3.5	3.7	3.6	3.6	3.6	3.6
Importance: Capacity to engage with/respond to creative works and evaluate significance	3.0	3.0	3.6	3.4	2.9	3.0	3.2	3.1	3.4	2.9	3.0
Importance: Writing effectively	3.5	3.5	3.6	3.7	3.3	3.6	3.8	3.6	3.6	3.6	3.5
Importance: Speaking effectively	3.7	3.7	3.8	3.8	3.6	3.8	3.8	3.7	3.9	3.9	3.7
Importance: Listening attentively	3.8	3.9	3.9	3.9	3.8	3.7	3.8	3.8	3.8	3.8	3.8
Importance: Comprehending written and oral information	3.8	3.8	3.7	3.9	3.7	3.7	3.8	3.8	3.8	3.8	3.7
Importance: Creating/distributing info and knowl using mult communication forms	3.3	3.3	3.6	3.4	3.4	3.4	3.3	3.2	3.5	3.4	3.3
Importance: Using mathematical skills	3.6	3.5	3.0	3.4	3.9	3.4	2.9	3.6	3.4	3.5	3.6
Importance: Applying scientific methods of inquiry	3.4	3.6	2.7	3.1	3.7	3.2	2.9	3.8	3.2	2.9	3.4
Importance: Using technologies appropriate to my discipline	3.7	3.7	3.8	3.7	3.8	3.6	3.5	3.7	3.8	3.6	3.7
Importance: Finding information using technology and evaluating it	3.6	3.6	3.6	3.6	3.7	3.6	3.6	3.7	3.6	3.6	3.6

Table 76. Importance Rating of Personal Development Goals

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Importance: Recognizing and acting on ethical principles	3.7	3.7	3.7	3.8	3.6	3.7	3.8	3.7	3.8	3.6	3.7
Importance: Developing leadership skills	3.8	3.8	3.7	3.8	3.7	3.9	3.8	3.7	3.9	3.8	3.7
Importance: Working effectively as part of a team	3.8	3.8	3.9	3.9	3.8	3.8	3.8	3.7	3.8	3.9	3.8
Importance: Being involved in public and community affairs	3.4	3.5	3.4	3.6	3.3	3.5	3.6	3.5	3.5	3.5	3.4
Importance: Developing and sustaining an active and healthy lifestyle	3.7	3.7	3.7	3.7	3.7	3.8	3.8	3.7	3.8	3.8	3.8
Importance: Experiencing personal growth	3.8	3.9	3.9	3.9	3.8	3.9	3.9	3.8	3.9	3.8	3.8
Importance: Ability to handle stress	3.8	3.8	3.9	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
Importance: Time management	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
Importance: Ability to reflect, review, self-regulate, and self-examine	3.6	3.6	3.8	3.7	3.6	3.6	3.7	3.7	3.7	3.5	3.6
Importance: Taking responsibility for my own behavior	3.8	3.9	3.9	3.9	3.8	3.9	3.9	3.8	3.9	3.8	3.8
Importance: Potential for success	3.8	3.9	3.9	3.8	3.8	3.9	3.9	3.8	3.9	3.8	3.9
Importance: Viewing failure as an opportunity to learn	3.6	3.6	3.8	3.6	3.6	3.7	3.6	3.6	3.6	3.5	3.6
Importance: Gaining clarity in my career direction	3.8	3.8	3.7	3.8	3.7	3.7	3.8	3.8	3.8	3.8	3.8

Table 77. Importance Rating of World View Goals

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Importance: Understanding issues and problems facing the world	3.7	3.7	3.7	3.7	3.7	3.8	3.8	3.7	3.7	3.7	3.7
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.7	3.8	3.7	3.7	3.6	3.8	3.8	3.7	3.8	3.7	3.8
Importance: Ability to work with people from diverse backgrounds	3.8	3.8	3.8	3.8	3.7	3.8	3.9	3.8	3.8	3.8	3.8
Importance: Sensitivity to issues associated with gender equity	3.5	3.5	3.5	3.4	3.4	3.5	3.7	3.6	3.6	3.5	3.5
Importance: Sensitivity to issues associated with racial equity	3.6	3.6	3.6	3.6	3.5	3.6	3.8	3.6	3.7	3.5	3.6
Importance: Appreciating differences in sexual orientation	3.4	3.4	3.5	3.2	3.2	3.4	3.5	3.5	3.5	3.3	3.4
Importance: Understanding the present as it relates to historical events	3.5	3.6	3.4	3.4	3.5	3.5	3.6	3.5	3.6	3.6	3.5
Importance: Understanding the commonality of human problems globally	3.6	3.6	3.6	3.5	3.6	3.6	3.7	3.7	3.6	3.6	3.6

Current Development of General Education Goals

Table 78. Current Development: Writing Effectively

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	2.9	2.9	2.9	3.1	2.9	2.9	3.2	2.9	2.9	2.8	2.9
4: Excellent	21.1%	22.9%	23.2%	29.7%	20.2%	16.2%	32.2%	24.4%	17.6%	17.6%	16.5%
3: Good	53.8%	53.2%	48.2%	53.1%	54.2%	62.2%	52.9%	49.7%	51.9%	51.3%	56.9%
2: Fair	22.1%	19.4%	26.8%	12.5%	23.0%	20.3%	14.1%	22.1%	28.7%	26.6%	22.9%
1: Poor	3.1%	4.5%	1.8%	4.7%	2.6%	1.4%	0.9%	3.9%	1.9%	4.5%	3.7%
Total (N)	2,507	201	56	64	729	74	227	308	108	199	541

Table 79. Current Development: Speaking Effectively

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	2.7	2.6	2.7	2.7	2.8	2.9	2.8	2.6	2.7	2.7	2.7
4: Excellent	19.5%	18.1%	19.6%	29.2%	20.6%	27.0%	23.3%	16.2%	18.3%	20.7%	16.3%
3: Good	40.0%	36.8%	41.1%	24.6%	41.4%	40.5%	40.1%	41.2%	38.5%	38.4%	41.3%
2: Fair	32.1%	33.3%	28.6%	35.4%	30.9%	23.0%	30.4%	32.1%	37.6%	30.8%	34.4%
1: Poor	8.4%	11.8%	10.7%	10.8%	7.1%	9.5%	6.2%	10.4%	5.5%	10.1%	8.0%
Total (N)	2,510	204	56	65	729	74	227	308	109	198	540

Table 80. Current Development: Listening Attentively

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.2	3.2	3.2
4: Excellent	41.4%	48.5%	44.6%	40.0%	43.1%	40.5%	41.7%	44.2%	35.8%	39.5%	36.6%
3: Good	46.8%	39.7%	39.3%	49.2%	47.6%	47.3%	46.5%	42.9%	52.3%	43.0%	51.4%
2: Fair	10.2%	9.3%	16.1%	9.2%	8.1%	10.8%	10.5%	10.1%	10.1%	15.5%	10.9%
1: Poor	1.6%	2.5%	.	1.5%	1.2%	1.4%	1.3%	2.9%	1.8%	2.0%	1.1%
Total (N)	2,518	204	56	65	731	74	228	308	109	200	543

Table 81. Current Development: Comprehending Written and Oral Information

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.2	3.2	3.1	3.1	3.3	3.1	3.2	3.2	3.2	3.0	3.1
4: Excellent	34.7%	36.3%	33.9%	29.2%	41.9%	27.4%	36.7%	38.1%	29.4%	26.0%	27.6%
3: Good	52.1%	52.9%	42.9%	52.3%	47.3%	57.5%	51.3%	46.9%	59.6%	55.0%	59.3%
2: Fair	11.9%	9.3%	21.4%	16.9%	10.4%	15.1%	9.7%	13.0%	10.1%	16.0%	11.8%
1: Poor	1.3%	1.5%	1.8%	1.5%	0.4%	.	2.2%	2.0%	0.9%	3.0%	1.3%
Total (N)	2,511	204	56	65	728	73	226	307	109	200	543

Table 82. Current Development: Creating/Distributing Info and Knowledge Using Multiple Communication Forms

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	2.9	2.8	3.1	2.9	3.0	2.9	2.9	2.9	3.1	3.0	2.9
4: Excellent	25.2%	19.8%	29.1%	21.5%	26.0%	26.4%	24.8%	26.3%	36.4%	27.8%	22.6%
3: Good	47.2%	46.5%	52.7%	46.2%	49.9%	38.9%	48.2%	42.4%	37.4%	49.0%	47.9%
2: Fair	24.4%	29.2%	12.7%	29.2%	21.3%	30.6%	23.9%	28.3%	23.4%	20.7%	26.1%
1: Poor	3.2%	4.5%	5.5%	3.1%	2.8%	4.2%	3.1%	3.0%	2.8%	2.5%	3.4%
Total (N)	2,492	202	55	65	727	72	226	304	107	198	536

Table 83. Current Development: Using Mathematical Skills

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.2	3.0	2.8	2.9	3.6	2.8	2.6	3.2	3.0	3.1	3.0
4: Excellent	40.7%	28.9%	32.1%	20.0%	66.4%	27.0%	15.4%	37.5%	28.4%	33.7%	33.1%
3: Good	38.5%	48.0%	26.8%	53.8%	29.0%	35.1%	35.7%	44.0%	46.8%	43.2%	42.4%
2: Fair	17.3%	18.1%	30.4%	18.5%	4.1%	32.4%	37.9%	17.6%	20.2%	20.1%	20.8%
1: Poor	3.5%	4.9%	10.7%	7.7%	0.4%	5.4%	11.0%	1.0%	4.6%	3.0%	3.7%
Total (N)	2,514	204	56	65	730	74	227	307	109	199	543

Table 84. Current Development: Applying Scientific Methods of Inquiry

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.0	3.1	2.6	2.5	3.3	2.6	2.5	3.1	2.6	2.6	2.8
4: Excellent	26.2%	26.4%	14.8%	9.2%	43.2%	13.7%	7.8%	31.1%	13.3%	8.2%	21.8%
3: Good	46.1%	54.2%	40.7%	40.0%	46.9%	37.0%	38.5%	52.6%	44.8%	44.6%	44.5%
2: Fair	24.6%	17.9%	35.2%	43.1%	9.7%	47.9%	45.0%	15.6%	35.2%	41.5%	29.6%
1: Poor	3.1%	1.5%	9.3%	7.7%	0.3%	1.4%	8.7%	0.7%	6.7%	5.6%	4.1%
Total (N)	2,471	201	54	65	725	73	218	302	105	195	533

Table 85. Current Development: Using Technologies Appropriate to My Discipline

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.2	3.2	3.1	3.0	3.4	3.2	3.1	3.2	3.2	3.2	3.3
4: Excellent	39.8%	34.0%	33.9%	24.6%	47.5%	36.1%	28.8%	37.8%	36.1%	35.9%	42.5%
3: Good	46.3%	52.7%	44.6%	52.3%	42.2%	52.8%	54.0%	44.0%	52.8%	45.5%	45.1%
2: Fair	12.3%	12.3%	14.3%	20.0%	9.5%	8.3%	13.7%	16.0%	9.3%	17.2%	11.6%
1: Poor	1.6%	1.0%	7.1%	3.1%	0.8%	2.8%	3.5%	2.3%	1.9%	1.5%	0.7%
Total (N)	2,505	203	56	65	729	72	226	307	108	198	541

Table 86. Current Development: Finding Information Using Technology and Evaluating It

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.2	3.2	3.1	3.0	3.3	3.2	3.2	3.2	3.3	3.2	3.2
4: Excellent	38.2%	34.8%	32.1%	23.1%	43.9%	39.7%	33.9%	37.0%	41.7%	36.7%	36.4%
3: Good	46.1%	51.5%	50.0%	55.4%	44.0%	39.7%	48.9%	43.6%	45.4%	47.2%	46.2%
2: Fair	14.4%	12.7%	17.9%	18.5%	11.0%	16.4%	16.3%	17.4%	12.0%	15.6%	16.1%
1: Poor	1.3%	1.0%	.	3.1%	1.1%	4.1%	0.9%	2.0%	0.9%	0.5%	1.3%
Total (N)	2,499	204	56	65	729	73	221	305	108	199	539

Table 87. Current Development: Ability to Plan and Carry Out Projects Independently

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.3	3.4	3.4	3.4	3.3	3.2	3.4	3.4	3.4	3.3	3.2
4: Excellent	42.5%	47.8%	46.4%	52.3%	42.0%	33.8%	50.2%	47.1%	50.5%	45.2%	32.5%
3: Good	47.0%	45.3%	50.0%	36.9%	46.9%	54.1%	38.8%	42.5%	43.1%	45.2%	55.0%
2: Fair	9.9%	6.4%	3.6%	10.8%	10.6%	10.8%	10.6%	9.4%	6.4%	8.0%	12.2%
1: Poor	0.6%	0.5%	.	.	0.5%	1.4%	0.4%	1.0%	.	1.5%	0.4%
Total (N)	2,512	203	56	65	729	74	227	308	109	199	542

Table 88. Current Development: Identifying a Problem/Concept and Articulating Its Components

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.1	3.1	3.1	2.9	3.2	3.0	3.1	3.1	3.1	3.1	3.0
4: Excellent	27.5%	27.5%	32.1%	15.6%	36.0%	20.5%	24.4%	24.7%	25.0%	26.3%	21.8%
3: Good	56.1%	54.9%	51.8%	59.4%	52.6%	63.0%	60.0%	58.6%	56.5%	54.0%	58.0%
2: Fair	15.9%	17.6%	14.3%	23.4%	11.3%	15.1%	15.6%	16.4%	17.6%	18.7%	19.2%
1: Poor	0.5%	.	1.8%	1.6%	0.1%	1.4%	.	0.3%	0.9%	1.0%	0.9%
Total (N)	2,493	204	56	64	725	73	225	304	108	198	536

Table 89. Current Development: Effectively Analyzing and Evaluating Evidence/Arguments/Claims/Beliefs

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.1	3.1	3.1	3.0	3.1	3.1	3.2	3.1	3.0	3.1	2.9
4: Excellent	27.3%	29.2%	32.1%	16.9%	29.9%	20.5%	32.7%	30.7%	25.2%	27.1%	21.0%
3: Good	54.1%	53.0%	41.1%	63.1%	52.9%	67.1%	55.3%	51.3%	51.4%	57.3%	54.9%
2: Fair	17.5%	17.8%	26.8%	20.0%	16.6%	11.0%	11.5%	16.7%	21.5%	13.6%	22.0%
1: Poor	1.1%	.	.	.	0.5%	1.4%	0.4%	1.3%	1.9%	2.0%	2.0%
Total (N)	2,499	202	56	65	728	73	226	306	107	199	537

Table 90. Current Development: Creating and Being Open to New Ideas/Perspectives

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.3	3.3	3.6	3.2	3.2	3.3	3.5	3.3	3.3	3.2	3.3
4: Excellent	40.6%	41.1%	57.1%	32.3%	37.0%	41.9%	53.6%	43.0%	41.1%	34.7%	39.6%
3: Good	47.5%	46.5%	42.9%	55.4%	50.1%	41.9%	38.4%	47.2%	49.5%	49.2%	47.6%
2: Fair	11.3%	11.4%	.	12.3%	12.2%	16.2%	8.0%	9.2%	9.3%	15.6%	11.9%
1: Poor	0.6%	1.0%	.	.	0.7%	.	.	0.7%	.	0.5%	0.9%
Total (N)	2,497	202	56	65	727	74	224	305	107	199	538

Table 91. Current Development: Solving Real World Problems In Ways That Demonstrate Imagination/Creativity

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.0	3.0	3.3	3.0	3.1	3.1	3.1	2.9	3.2	3.0	3.0
4: Excellent	24.8%	23.1%	41.1%	23.4%	27.1%	19.2%	28.1%	19.9%	32.7%	22.4%	22.3%
3: Good	54.3%	54.3%	44.6%	54.7%	54.3%	69.9%	51.3%	52.3%	51.0%	54.6%	56.0%
2: Fair	19.6%	21.1%	14.3%	21.9%	17.9%	11.0%	19.6%	26.2%	15.4%	19.4%	19.8%
1: Poor	1.3%	1.5%	.	.	0.7%	.	0.9%	1.7%	1.0%	3.6%	1.9%
Total (N)	2,451	199	56	64	704	73	224	302	104	196	529

Table 92. Current Development: Capacity to Engage With/Respond to Creative Works and Evaluate Significance

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	2.9	2.8	3.5	2.8	2.8	2.9	3.1	2.9	3.2	2.7	2.9
4: Excellent	27.5%	25.0%	60.7%	21.9%	23.8%	31.0%	36.9%	26.6%	43.4%	18.0%	26.9%
3: Good	38.9%	36.7%	28.6%	40.6%	36.8%	38.0%	41.4%	44.9%	33.0%	40.7%	39.7%
2: Fair	26.6%	31.6%	10.7%	35.9%	30.1%	25.4%	15.8%	23.9%	18.9%	32.0%	26.6%
1: Poor	6.9%	6.6%	.	1.6%	9.3%	5.6%	5.9%	4.7%	4.7%	9.3%	6.8%
Total (N)	2,451	196	56	64	710	71	222	301	106	194	531

Current Development of Personal Development Goals

Table 93. Current Development: Recognizing and Acting on Ethical Principles

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.3	3.3	3.3	3.5	3.3	3.4	3.4	3.3	3.4	3.3	3.3
4: Excellent	42.3%	39.3%	45.5%	51.6%	40.9%	44.8%	48.4%	44.7%	43.0%	40.1%	40.1%
3: Good	48.5%	50.2%	43.6%	43.8%	49.9%	49.3%	46.2%	45.7%	51.4%	48.4%	49.1%
2: Fair	8.6%	10.0%	10.9%	4.7%	8.2%	4.5%	5.3%	8.9%	5.6%	10.9%	10.2%
1: Poor	0.6%	0.5%	.	.	1.0%	1.5%	.	0.7%	.	0.5%	0.6%
Total (N)	2,443	201	55	64	709	67	225	302	107	192	521

Table 94. Current Development: Developing Leadership Skills

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.1	3.1	3.1	3.2	3.1	3.3	3.2	3.0	3.2	3.2	3.1
4: Excellent	32.1%	34.3%	25.0%	35.4%	32.6%	40.3%	37.6%	28.1%	37.0%	33.5%	28.1%
3: Good	48.7%	47.8%	58.9%	47.7%	48.0%	46.3%	46.0%	45.7%	47.2%	52.1%	51.3%
2: Fair	17.4%	15.9%	14.3%	16.9%	17.3%	13.4%	15.0%	24.2%	14.8%	12.4%	18.5%
1: Poor	1.8%	2.0%	1.8%	.	2.1%	.	1.3%	2.0%	0.9%	2.1%	2.1%
Total (N)	2,461	201	56	65	712	67	226	302	108	194	530

Table 95. Current Development: Working Effectively as Part of a Team

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.3	3.4	3.3	3.5	3.3	3.4	3.3	3.2	3.4	3.4	3.4
4: Excellent	43.9%	45.5%	39.3%	53.8%	43.8%	47.8%	43.4%	37.0%	46.3%	50.0%	43.6%
3: Good	47.3%	44.6%	55.4%	44.6%	47.3%	47.8%	47.8%	48.3%	45.4%	43.8%	48.8%
2: Fair	8.4%	9.9%	5.4%	1.5%	8.8%	4.5%	8.4%	14.0%	7.4%	5.7%	6.8%
1: Poor	0.4%	.	.	.	0.1%	.	0.4%	0.7%	0.9%	0.5%	0.8%
Total (N)	2,460	202	56	65	715	67	226	300	108	194	527

Table 96. Current Development: Being Involved in Public and Community Affairs

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	2.9	3.0	2.9	3.0	2.8	3.1	3.0	2.8	2.9	3.0	2.9
4: Excellent	24.8%	29.2%	27.3%	29.2%	21.3%	29.9%	27.4%	22.7%	26.9%	30.9%	23.8%
3: Good	45.7%	46.5%	36.4%	40.0%	45.2%	52.2%	48.7%	46.7%	46.3%	45.0%	45.1%
2: Fair	23.6%	21.3%	30.9%	29.2%	26.7%	17.9%	18.6%	20.7%	20.4%	20.4%	25.1%
1: Poor	6.0%	3.0%	5.5%	1.5%	6.7%	.	5.3%	10.0%	6.5%	3.7%	6.1%
Total (N)	2,452	202	55	65	712	67	226	300	108	191	526

Table 97. Current Development: Developing and Sustaining an Active and Healthy Lifestyle

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.0	2.9	2.9	3.0	3.0	3.2	3.0	3.0	3.1	3.1	3.1
4: Excellent	31.7%	26.2%	25.0%	34.4%	31.7%	40.9%	31.9%	29.5%	33.9%	35.2%	32.4%
3: Good	44.2%	45.0%	44.6%	39.1%	45.0%	40.9%	43.4%	43.0%	45.9%	42.0%	45.1%
2: Fair	20.0%	25.7%	23.2%	21.9%	19.5%	18.2%	19.5%	22.2%	15.6%	19.7%	18.4%
1: Poor	4.1%	3.0%	7.1%	4.7%	3.8%	.	5.3%	5.3%	4.6%	3.1%	4.2%
Total (N)	2,459	202	56	64	713	66	226	302	109	193	528

Table 98. Current Development: Experiencing Personal Growth

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.3	3.4	3.3	3.4	3.3	3.4	3.4	3.3	3.4	3.3	3.3
4: Excellent	43.6%	44.1%	42.9%	46.2%	42.6%	46.3%	44.7%	45.5%	45.9%	41.5%	43.2%
3: Good	46.2%	47.5%	46.4%	44.6%	45.8%	47.8%	48.7%	43.5%	45.9%	46.1%	47.0%
2: Fair	9.6%	8.4%	10.7%	7.7%	10.9%	6.0%	6.6%	10.6%	8.3%	11.4%	9.3%
1: Poor	0.5%	.	.	1.5%	0.7%	.	.	0.3%	.	1.0%	0.6%
Total (N)	2,459	202	56	65	714	67	226	301	109	193	526

Table 99. Current Development: Ability to Handle Stress

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	2.8	2.8	2.6	2.7	2.9	2.8	2.7	2.8	2.6	2.9	2.8
4: Excellent	21.6%	18.5%	16.1%	17.2%	26.8%	16.4%	17.3%	23.1%	15.6%	20.6%	20.0%
3: Good	44.2%	49.0%	35.7%	43.8%	44.4%	47.8%	43.8%	39.8%	36.7%	52.6%	43.9%
2: Fair	27.9%	25.5%	39.3%	34.4%	24.2%	32.8%	32.3%	29.1%	39.4%	19.6%	29.1%
1: Poor	6.3%	7.0%	8.9%	4.7%	4.6%	3.0%	6.6%	8.0%	8.3%	7.2%	7.0%
Total (N)	2,458	200	56	64	714	67	226	299	109	194	529

Table 100. Current Development: Time Management

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	2.6	2.7	2.6	2.8	2.7	2.7	2.7	2.6	2.7	2.7	2.5
4: Excellent	16.4%	21.0%	16.7%	25.4%	18.0%	14.9%	15.1%	13.7%	18.5%	17.4%	12.6%
3: Good	39.8%	40.0%	37.0%	41.3%	41.0%	43.3%	42.7%	39.3%	34.3%	40.5%	37.9%
2: Fair	35.6%	30.5%	33.3%	25.4%	33.5%	37.3%	34.7%	38.7%	41.7%	35.3%	39.2%
1: Poor	8.2%	8.5%	13.0%	7.9%	7.5%	4.5%	7.6%	8.3%	5.6%	6.8%	10.3%
Total (N)	2,440	200	54	63	710	67	225	300	108	190	523

Table 101. Current Development: Ability to Reflect, Review, Self-Regulate, and Self-Examine

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.0	3.0	3.0	3.1	3.1	3.0	3.1	3.1	3.0	3.0	3.0
4: Excellent	27.4%	26.9%	30.4%	30.8%	30.5%	26.9%	30.0%	27.2%	25.9%	24.7%	23.2%
3: Good	50.8%	51.2%	46.4%	52.3%	50.4%	50.7%	50.2%	53.2%	49.1%	49.5%	51.1%
2: Fair	19.8%	18.9%	19.6%	16.9%	16.4%	22.4%	18.8%	18.9%	25.0%	23.2%	23.4%
1: Poor	2.0%	3.0%	3.6%	.	2.7%	.	0.9%	0.7%	.	2.6%	2.3%
Total (N)	2,453	201	56	65	712	67	223	301	108	194	526

Table 102. Current Development: Taking Responsibility for My Own Behavior

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.5	3.5	3.5	3.6	3.5	3.4	3.5	3.5	3.5	3.4	3.4
4: Excellent	53.2%	53.5%	53.6%	61.5%	55.7%	46.3%	53.5%	51.8%	49.5%	50.5%	52.1%
3: Good	41.4%	42.1%	39.3%	33.8%	39.9%	46.3%	40.7%	43.2%	47.7%	43.3%	40.8%
2: Fair	5.0%	4.0%	7.1%	4.6%	4.2%	7.5%	5.3%	3.7%	2.8%	5.2%	7.0%
1: Poor	0.4%	0.5%	.	.	0.1%	.	0.4%	1.3%	.	1.0%	0.2%
Total (N)	2,464	202	56	65	714	67	226	301	109	194	530

Table 103. Current Development: Potential for Success

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.6	3.6	3.5	3.5	3.6	3.6	3.5	3.6	3.6	3.6	3.6
4: Excellent	62.1%	65.2%	53.6%	55.4%	64.2%	64.2%	58.0%	60.3%	60.7%	65.3%	61.3%
3: Good	34.5%	32.8%	44.6%	38.5%	32.5%	34.3%	36.6%	36.0%	36.4%	31.6%	35.2%
2: Fair	3.3%	2.0%	1.8%	4.6%	3.1%	1.5%	5.4%	3.7%	2.8%	3.1%	3.3%
1: Poor	0.1%	.	.	1.5%	0.1%	.	.	.	.	.	0.2%
Total (N)	2,431	198	56	65	707	67	224	297	107	193	517

Table 104. Current Development: Viewing Failure as an Opportunity to Learn

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.0	2.9	2.9	2.9	3.1	3.2	2.9	2.9	3.0	2.9	3.0
4: Excellent	28.3%	22.9%	23.2%	24.6%	33.7%	42.4%	22.1%	25.5%	29.0%	26.6%	27.2%
3: Good	44.9%	44.3%	46.4%	44.6%	42.8%	39.4%	48.7%	46.7%	43.0%	42.2%	47.0%
2: Fair	21.7%	28.4%	26.8%	23.1%	19.1%	12.1%	23.0%	23.5%	23.4%	26.0%	19.6%
1: Poor	5.1%	4.5%	3.6%	7.7%	4.4%	6.1%	6.2%	4.3%	4.7%	5.2%	6.1%
Total (N)	2,452	201	56	65	712	66	226	302	107	192	525

Table 105. Current Development: Gaining Clarity in My Career Direction

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.0	3.1	3.1	3.3	3.1	3.0	2.9	3.0	3.0	2.9	2.8
4: Excellent	28.4%	38.1%	33.9%	43.8%	28.2%	29.2%	26.2%	26.8%	33.3%	24.0%	24.9%
3: Good	45.9%	43.1%	46.4%	43.8%	51.8%	44.6%	45.7%	47.8%	40.7%	43.2%	40.3%
2: Fair	20.3%	13.7%	16.1%	9.4%	16.8%	21.5%	20.8%	19.7%	23.1%	30.2%	25.0%
1: Poor	5.4%	5.1%	3.6%	3.1%	3.1%	4.6%	7.2%	5.7%	2.8%	2.6%	9.8%
Total (N)	2,414	197	56	64	701	65	221	299	108	192	511

Current Development of World View Goals

Table 106. Current Development: Understanding Issues and Problems Facing the World

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	2.8	2.8	2.6	2.8	2.8	2.8	2.9	2.8	2.7	2.8	2.7
4: Excellent	16.9%	13.7%	9.3%	20.3%	18.0%	15.2%	21.8%	16.6%	12.0%	17.6%	15.9%
3: Good	48.7%	52.8%	42.6%	40.6%	48.4%	57.6%	50.5%	48.6%	49.1%	48.4%	47.3%
2: Fair	30.6%	30.5%	48.1%	37.5%	30.0%	24.2%	25.0%	29.4%	33.3%	29.3%	32.6%
1: Poor	3.9%	3.0%	.	1.6%	3.6%	3.0%	2.7%	5.4%	5.6%	4.8%	4.3%
Total (N)	2,413	197	54	64	704	66	220	296	108	188	516

Table 107. Current Development: Understanding and Respecting Diverse Cultures, Values, and Perspectives

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.2	3.2	3.3	3.1	3.1	3.2	3.3	3.2	3.1	3.1	3.2
4: Excellent	35.4%	32.5%	38.9%	26.6%	32.4%	36.4%	44.7%	40.5%	32.4%	29.8%	37.2%
3: Good	46.7%	52.3%	48.1%	56.3%	45.5%	42.4%	42.0%	44.3%	49.1%	49.5%	47.1%
2: Fair	15.8%	14.2%	13.0%	17.2%	19.0%	21.2%	11.4%	12.8%	14.8%	18.6%	14.4%
1: Poor	2.1%	1.0%	.	.	3.1%	.	1.8%	2.4%	3.7%	2.1%	1.4%
Total (N)	2,413	197	54	64	707	66	219	296	108	188	514

Table 108. Current Development: Ability to Work with People from Diverse Backgrounds

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.4	3.4	3.5	3.4	3.4	3.3	3.5	3.4	3.3	3.3	3.4
4: Excellent	48.6%	48.0%	53.7%	43.8%	47.0%	40.9%	56.7%	51.2%	45.4%	43.3%	49.8%
3: Good	42.4%	45.9%	40.7%	50.0%	43.6%	48.5%	33.2%	42.0%	42.6%	46.0%	40.7%
2: Fair	8.2%	5.6%	5.6%	6.3%	8.1%	10.6%	9.7%	5.8%	12.0%	9.1%	9.3%
1: Poor	0.7%	0.5%	.	.	1.3%	.	0.5%	1.0%	.	1.6%	0.2%
Total (N)	2,403	196	54	64	700	66	217	295	108	187	516

Table 109. Current Development: Sensitivity to Issues Associated with Gender Equity

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.2	3.2	3.3	3.0	3.2	3.3	3.4	3.3	3.3	3.2	3.3
4: Excellent	39.7%	39.5%	41.5%	29.7%	36.2%	44.6%	48.1%	44.2%	39.3%	36.4%	40.4%
3: Good	45.5%	45.1%	43.4%	45.3%	45.8%	46.2%	41.7%	42.8%	48.6%	50.3%	46.2%
2: Fair	13.0%	13.3%	15.1%	20.3%	15.1%	6.2%	8.3%	12.3%	12.1%	12.3%	12.4%
1: Poor	1.8%	2.1%	.	4.7%	3.0%	3.1%	1.9%	0.7%	.	1.1%	1.0%
Total (N)	2,383	195	53	64	697	65	216	292	107	187	507

Table 110. Current Development: Sensitivity to Issues Associated with Racial Equity

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.3	3.2	3.2	3.2	3.2	3.3	3.4	3.4	3.3	3.3	3.3
4: Excellent	41.5%	38.3%	35.2%	29.7%	38.6%	47.0%	48.2%	45.7%	38.3%	40.5%	44.0%
3: Good	46.8%	46.4%	48.1%	59.4%	46.4%	39.4%	44.5%	45.1%	53.3%	47.6%	46.9%
2: Fair	10.4%	14.3%	16.7%	9.4%	12.5%	12.1%	7.3%	8.2%	7.5%	10.8%	8.3%
1: Poor	1.3%	1.0%	.	1.6%	2.4%	1.5%	.	1.0%	0.9%	1.1%	0.8%
Total (N)	2,386	196	54	64	696	66	218	293	107	185	507

Table 111. Current Development: Appreciating Differences in Sexual Orientation

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.1	3.1	3.1	2.9	3.0	3.1	3.3	3.3	3.1	3.1	3.2
4: Excellent	42.3%	42.9%	44.2%	27.0%	38.3%	36.5%	53.7%	47.8%	42.1%	36.4%	44.2%
3: Good	35.6%	33.7%	26.9%	49.2%	36.3%	44.4%	27.1%	35.3%	33.6%	40.1%	35.9%
2: Fair	16.0%	16.3%	25.0%	14.3%	16.8%	14.3%	13.3%	13.5%	19.6%	17.6%	15.6%
1: Poor	6.1%	7.1%	3.8%	9.5%	8.7%	4.8%	6.0%	3.5%	4.7%	5.9%	4.3%
Total (N)	2,374	196	52	63	692	63	218	289	107	187	507

Table 112. Current Development: Understanding the Present as it Relates to Historical Events

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.0	3.0	2.9	3.0	3.0	3.3	3.2	3.0	3.0	3.1	3.0
4: Excellent	28.5%	22.8%	16.7%	25.4%	28.6%	37.9%	37.3%	31.2%	25.2%	27.8%	26.4%
3: Good	49.0%	51.8%	53.7%	52.4%	48.3%	51.5%	44.7%	45.1%	49.5%	58.3%	48.1%
2: Fair	20.3%	23.3%	27.8%	17.5%	20.1%	10.6%	17.1%	20.7%	23.4%	13.4%	23.3%
1: Poor	2.3%	2.1%	1.9%	4.8%	3.0%	.	0.9%	3.1%	1.9%	0.5%	2.2%
Total (N)	2,393	193	54	63	700	66	217	295	107	187	511

Table 113. Current Development: Understanding the Commonality of Human Problems Globally

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.1	3.0	2.9	2.9	3.1	3.1	3.2	3.1	3.1	3.0	3.0
4: Excellent	28.2%	22.6%	20.4%	19.4%	31.0%	27.3%	36.0%	32.9%	29.2%	25.3%	23.6%
3: Good	50.5%	54.9%	48.1%	54.8%	47.6%	54.5%	47.4%	49.8%	50.0%	54.3%	52.6%
2: Fair	19.4%	20.0%	29.6%	19.4%	19.9%	18.2%	16.1%	15.2%	17.9%	18.8%	21.9%
1: Poor	1.8%	2.6%	1.9%	6.5%	1.4%	.	0.5%	2.1%	2.8%	1.6%	2.0%
Total (N)	2,370	195	54	62	693	66	211	289	106	186	508

Importance of General Education Goals

Table 114. Importance: Writing Effectively

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.5	3.5	3.6	3.7	3.3	3.6	3.8	3.6	3.6	3.6	3.5
4: Very important	59.1%	59.1%	61.4%	70.8%	42.2%	62.0%	83.6%	64.3%	65.1%	68.9%	61.6%
3: Somewhat important	34.5%	36.0%	36.8%	27.7%	47.2%	33.8%	15.9%	31.1%	32.1%	25.0%	31.2%
2: Not very important	5.6%	4.4%	1.8%	1.5%	9.1%	4.2%	0.4%	4.3%	1.8%	5.6%	6.2%
1: Not at all important	0.8%	0.5%	.	.	1.5%	.	.	0.3%	0.9%	0.5%	1.1%
Total (N)	2,491	203	57	65	723	71	226	305	109	196	536

Table 115. Importance: Speaking Effectively

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.7	3.7	3.8	3.8	3.6	3.8	3.8	3.7	3.9	3.9	3.7
4: Very important	75.5%	75.4%	80.7%	76.9%	69.2%	75.7%	87.2%	74.7%	85.3%	87.3%	72.4%
3: Somewhat important	21.7%	23.6%	17.5%	21.5%	26.7%	24.3%	10.2%	21.4%	14.7%	11.2%	24.8%
2: Not very important	2.3%	1.0%	1.8%	1.5%	3.5%	.	2.7%	3.3%	.	1.0%	2.1%
1: Not at all important	0.5%	.	.	.	0.7%	.	.	0.7%	.	0.5%	0.7%
Total (N)	2,490	203	57	65	723	70	226	304	109	197	536

Table 116. Importance: Listening Attentively

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.9	3.9	3.9	3.8	3.7	3.8	3.8	3.8	3.8	3.8
4: Very important	80.8%	89.7%	87.7%	90.8%	77.5%	76.1%	84.4%	81.9%	81.7%	78.7%	79.2%
3: Somewhat important	18.1%	10.3%	12.3%	9.2%	21.4%	22.5%	14.7%	16.4%	18.3%	20.3%	19.3%
2: Not very important	0.9%	.	.	.	0.8%	1.4%	0.9%	1.6%	.	1.0%	1.1%
1: Not at all important	0.2%	.	.	.	0.3%	.	.	.	.	.	0.4%
Total (N)	2,488	203	57	65	723	71	225	304	109	197	534

Table 117. Importance: Comprehending Written and Oral Information

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.8	3.7	3.9	3.7	3.7	3.8	3.8	3.8	3.8	3.7
4: Very important	77.8%	82.8%	68.4%	86.2%	76.2%	70.4%	84.9%	78.9%	76.1%	78.1%	75.8%
3: Somewhat important	20.9%	16.7%	31.6%	13.8%	22.4%	28.2%	14.7%	19.7%	22.9%	19.9%	22.5%
2: Not very important	1.1%	.	.	.	1.1%	1.4%	0.4%	1.0%	0.9%	2.0%	1.7%
1: Not at all important	0.2%	0.5%	.	.	0.3%	.	.	0.3%	.	.	.
Total (N)	2,485	203	57	65	722	71	225	304	109	196	533

Table 118. Importance: Creating/Distributing Info and Knowledge Using Multiple Communication Forms

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.3	3.3	3.6	3.4	3.4	3.4	3.3	3.2	3.5	3.4	3.3
4: Very important	44.1%	36.5%	63.2%	46.9%	44.8%	43.7%	45.1%	37.5%	56.5%	46.4%	43.6%
3: Somewhat important	47.2%	53.2%	35.1%	50.0%	48.0%	53.5%	44.2%	49.3%	36.1%	46.4%	46.6%
2: Not very important	8.2%	9.9%	1.8%	3.1%	6.8%	2.8%	10.7%	11.8%	7.4%	7.1%	9.1%
1: Not at all important	0.5%	0.5%	.	.	0.4%	.	.	1.3%	.	.	0.8%
Total (N)	2,478	203	57	64	721	71	224	304	108	196	530

Table 119. Importance: Using Mathematical Skills

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.6	3.5	3.0	3.4	3.9	3.4	2.9	3.6	3.4	3.5	3.6
4: Very important	65.3%	56.7%	28.1%	55.4%	88.2%	46.5%	22.2%	64.9%	55.0%	58.2%	68.1%
3: Somewhat important	27.0%	36.5%	47.4%	33.8%	11.1%	46.5%	48.0%	28.2%	31.2%	35.2%	26.1%
2: Not very important	7.0%	6.4%	21.1%	9.2%	0.6%	7.0%	26.7%	6.9%	12.8%	5.6%	5.3%
1: Not at all important	0.7%	0.5%	3.5%	1.5%	0.1%	.	3.1%	.	0.9%	1.0%	0.6%
Total (N)	2,487	203	57	65	723	71	225	305	109	196	533

Table 120. Importance: Applying Scientific Methods of Inquiry

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.4	3.6	2.7	3.1	3.7	3.2	2.9	3.8	3.2	2.9	3.4
4: Very important	55.7%	63.4%	21.1%	29.2%	72.0%	36.2%	23.4%	79.3%	41.1%	25.5%	54.1%
3: Somewhat important	31.6%	30.2%	33.3%	55.4%	25.3%	44.9%	42.3%	19.4%	38.3%	45.9%	31.5%
2: Not very important	11.7%	5.4%	42.1%	15.4%	2.4%	17.4%	32.0%	1.0%	19.6%	23.5%	13.9%
1: Not at all important	1.1%	1.0%	3.5%	.	0.3%	1.4%	2.3%	0.3%	0.9%	5.1%	0.6%
Total (N)	2,468	202	57	65	719	69	222	304	107	196	527

Table 121. Importance: Using Technologies Appropriate to My Discipline

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.7	3.7	3.8	3.7	3.8	3.6	3.5	3.7	3.8	3.6	3.7
4: Very important	70.2%	67.8%	80.7%	69.2%	77.4%	66.7%	57.3%	66.8%	75.9%	63.3%	69.7%
3: Somewhat important	27.5%	30.7%	17.5%	27.7%	20.5%	31.9%	36.4%	32.6%	23.1%	32.7%	28.4%
2: Not very important	2.1%	1.5%	1.8%	3.1%	1.9%	.	5.8%	0.7%	0.9%	3.1%	1.9%
1: Not at all important	0.2%	.	.	.	0.1%	1.4%	0.4%	.	.	1.0%	.
Total (N)	2,476	202	57	65	722	69	225	304	108	196	528

Table 122. Importance: Finding Information Using Technology and Evaluating It

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.6	3.6	3.6	3.6	3.7	3.6	3.6	3.7	3.6	3.6	3.6
4: Very important	67.5%	65.0%	61.4%	63.1%	71.3%	67.1%	62.3%	68.8%	65.7%	67.9%	66.0%
3: Somewhat important	30.1%	34.0%	33.3%	30.8%	26.5%	28.6%	35.0%	29.3%	33.3%	28.1%	32.0%
2: Not very important	2.1%	1.0%	5.3%	6.2%	1.9%	2.9%	2.7%	1.6%	.	3.1%	2.1%
1: Not at all important	0.3%	.	.	.	0.3%	1.4%	.	0.3%	0.9%	1.0%	.
Total (N)	2,480	203	57	65	722	70	223	304	108	196	532

Table 123. Importance: Ability to Plan and Carry Out Projects Independently

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.8	3.9	3.8	3.7	3.7	3.8	3.7	3.8	3.8	3.8
4: Very important	77.0%	79.2%	87.7%	84.6%	73.3%	72.9%	81.4%	75.7%	83.5%	76.6%	77.5%
3: Somewhat important	21.3%	19.3%	12.3%	13.8%	24.9%	25.7%	17.3%	22.0%	15.6%	21.8%	20.6%
2: Not very important	1.5%	1.5%	.	1.5%	1.4%	1.4%	1.3%	2.0%	0.9%	1.5%	1.7%
1: Not at all important	0.2%	.	.	.	0.4%	.	.	0.3%	.	.	0.2%
Total (N)	2,486	202	57	65	723	70	226	304	109	197	533

Table 124. Importance: Identifying a Problem/Concept and Articulating Its Components

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.7	3.7	3.7	3.5	3.7	3.5	3.7	3.7	3.6	3.6	3.6
4: Very important	68.4%	71.3%	71.4%	56.9%	72.6%	54.9%	69.5%	70.0%	63.2%	62.8%	66.1%
3: Somewhat important	29.9%	27.2%	25.0%	40.0%	26.6%	45.1%	28.8%	28.7%	34.0%	33.7%	31.5%
2: Not very important	1.7%	1.5%	3.6%	3.1%	0.7%	.	1.3%	1.3%	2.8%	3.1%	2.4%
1: Not at all important	0.1%	.	.	.	0.1%	.	0.4%	.	.	0.5%	.
Total (N)	2,478	202	56	65	719	71	226	303	106	196	534

Table 125. Importance: Effectively Analyzing and Evaluating Evidence/Arguments/Claims/Beliefs

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.6	3.6	3.5	3.7	3.6	3.5	3.7	3.7	3.6	3.5	3.5
4: Very important	63.2%	67.8%	61.4%	67.7%	60.7%	57.1%	73.9%	68.8%	64.2%	59.2%	58.9%
3: Somewhat important	32.2%	29.2%	31.6%	32.3%	34.0%	38.6%	23.5%	28.3%	29.4%	34.7%	35.8%
2: Not very important	4.4%	3.0%	7.0%	.	4.9%	4.3%	2.7%	3.0%	6.4%	5.6%	5.1%
1: Not at all important	0.2%	.	.	.	0.4%	.	.	.	.	0.5%	0.2%
Total (N)	2,482	202	57	65	720	70	226	304	109	196	533

Table 126. Importance: Creating and Being Open to New Ideas/Perspectives

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.7	3.7	3.8	3.7	3.6	3.6	3.7	3.7	3.7	3.6	3.6
4: Very important	68.8%	69.3%	77.2%	69.2%	66.7%	62.0%	74.8%	70.5%	73.6%	67.0%	67.8%
3: Somewhat important	27.6%	28.2%	21.1%	30.8%	28.8%	32.4%	23.0%	26.9%	23.6%	25.8%	29.0%
2: Not very important	3.5%	2.5%	1.8%	.	4.2%	5.6%	2.2%	2.6%	2.8%	7.2%	3.0%
1: Not at all important	0.1%	.	.	.	0.3%	.	.	.	.	.	0.2%
Total (N)	2,481	202	57	65	721	71	226	305	106	194	534

Table 127. Importance: Solving Real World Problems In Ways That Demonstrate Imagination/Creativity

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.7	3.7	3.8	3.6	3.7	3.5	3.7	3.6	3.6	3.6	3.6
4: Very important	70.9%	71.6%	86.0%	66.2%	75.1%	60.6%	76.0%	68.2%	62.4%	65.1%	68.7%
3: Somewhat important	25.6%	26.4%	12.3%	30.8%	22.8%	35.2%	20.4%	28.9%	33.9%	27.7%	26.6%
2: Not very important	3.1%	2.0%	1.8%	3.1%	1.8%	2.8%	3.1%	2.3%	3.7%	6.2%	4.5%
1: Not at all important	0.4%	.	.	.	0.3%	1.4%	0.4%	0.7%	.	1.0%	0.2%
Total (N)	2,478	201	57	65	720	71	225	305	109	195	530

Table 128. Importance: Capacity to Engage With/Respond to Creative Works and Evaluate Significance

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	2.9	2.8	3.5	2.8	2.8	2.9	3.1	2.9	3.2	2.7	2.9
4: Excellent	27.5%	25.0%	60.7%	21.9%	23.8%	31.0%	36.9%	26.6%	43.4%	18.0%	26.9%
3: Good	38.9%	36.7%	28.6%	40.6%	36.8%	38.0%	41.4%	44.9%	33.0%	40.7%	39.7%
2: Fair	26.6%	31.6%	10.7%	35.9%	30.1%	25.4%	15.8%	23.9%	18.9%	32.0%	26.6%
1: Poor	6.9%	6.6%	.	1.6%	9.3%	5.6%	5.9%	4.7%	4.7%	9.3%	6.8%
Total (N)	2,451	196	56	64	710	71	222	301	106	194	531

Importance of Personal Development Goals

Table 129. Importance: Recognizing and Acting on Ethical Principles

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.7	3.7	3.7	3.8	3.6	3.7	3.8	3.7	3.8	3.6	3.7
4: Very important	71.4%	73.6%	72.7%	81.0%	67.8%	74.2%	81.4%	73.2%	78.9%	63.0%	70.0%
3: Somewhat important	25.4%	22.9%	23.6%	19.0%	27.6%	22.7%	18.1%	23.5%	19.3%	33.9%	26.9%
2: Not very important	2.7%	3.0%	3.6%	.	3.4%	3.0%	0.5%	2.7%	1.8%	3.2%	2.9%
1: Not at all important	0.5%	0.5%	.	.	1.3%	.	.	0.7%	.	.	0.2%
Total (N)	2,433	201	55	63	707	66	221	298	109	189	524

Table 130. Importance: Developing Leadership Skills

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.8	3.7	3.8	3.7	3.9	3.8	3.7	3.9	3.8	3.7
4: Very important	77.6%	81.6%	72.7%	84.4%	76.2%	87.9%	80.5%	70.1%	86.2%	85.3%	75.0%
3: Somewhat important	20.3%	17.9%	27.3%	12.5%	20.8%	12.1%	16.7%	28.2%	12.8%	13.2%	23.0%
2: Not very important	1.9%	0.5%	.	3.1%	2.8%	.	2.3%	1.3%	0.9%	1.6%	1.9%
1: Not at all important	0.2%	.	.	.	0.1%	.	0.5%	0.3%	.	.	0.2%
Total (N)	2,441	201	55	64	710	66	221	298	109	190	527

Table 131. Importance: Working Effectively as Part of a Team

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.8	3.9	3.9	3.8	3.8	3.8	3.7	3.8	3.9	3.8
4: Very important	80.5%	79.1%	85.5%	85.9%	81.4%	80.3%	78.3%	78.2%	79.6%	86.8%	78.9%
3: Somewhat important	18.2%	19.9%	14.5%	14.1%	17.2%	19.7%	21.3%	18.8%	19.4%	12.6%	19.9%
2: Not very important	0.9%	1.0%	.	.	1.1%	.	0.5%	2.3%	0.9%	.	0.8%
1: Not at all important	0.3%	.	.	.	0.3%	.	.	0.7%	.	0.5%	0.4%
Total (N)	2,440	201	55	64	710	66	221	298	108	190	527

Table 132. Importance: Being Involved in Public and Community Affairs

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.4	3.5	3.4	3.6	3.3	3.5	3.6	3.5	3.5	3.5	3.4
4: Very important	52.3%	58.0%	45.5%	62.5%	46.0%	57.6%	61.1%	58.1%	56.9%	58.9%	47.1%
3: Somewhat important	39.7%	39.0%	49.1%	34.4%	42.2%	37.9%	33.5%	33.4%	39.4%	34.7%	44.3%
2: Not very important	7.1%	2.5%	5.5%	3.1%	9.7%	4.5%	5.4%	7.4%	3.7%	5.8%	8.2%
1: Not at all important	0.9%	0.5%	.	.	2.1%	.	.	1.0%	.	0.5%	0.4%
Total (N)	2,436	200	55	64	709	66	221	296	109	190	526

Table 133. Importance: Developing and Sustaining an Active and Healthy Lifestyle

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.7	3.7	3.7	3.7	3.7	3.8	3.8	3.7	3.8	3.8	3.8
4: Very important	76.8%	75.1%	76.4%	71.9%	73.6%	81.8%	79.6%	75.8%	86.2%	76.8%	78.9%
3: Somewhat important	21.2%	23.4%	18.2%	26.6%	24.7%	15.2%	18.6%	20.8%	11.9%	22.1%	19.0%
2: Not very important	1.8%	1.5%	3.6%	1.6%	1.6%	3.0%	1.8%	2.3%	1.8%	0.5%	2.1%
1: Not at all important	0.2%	.	1.8%	.	0.1%	.	.	1.0%	.	0.5%	.
Total (N)	2,440	201	55	64	709	66	221	298	109	190	527

Table 134. Importance: Experiencing Personal Growth

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.9	3.9	3.9	3.8	3.9	3.9	3.8	3.9	3.8	3.8
4: Very important	82.3%	85.5%	89.1%	85.9%	78.9%	86.4%	86.9%	82.5%	89.0%	81.6%	80.8%
3: Somewhat important	16.7%	14.0%	10.9%	14.1%	19.7%	13.6%	12.2%	16.2%	11.0%	16.8%	18.2%
2: Not very important	0.9%	0.5%	.	.	1.3%	.	0.9%	0.7%	.	1.6%	0.8%
1: Not at all important	0.2%	.	.	.	0.1%	.	.	0.7%	.	.	0.2%
Total (N)	2,439	200	55	64	710	66	221	297	109	190	527

Table 135. Importance: Ability to Handle Stress

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.8	3.9	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
4: Very important	81.5%	81.5%	89.1%	84.4%	79.1%	78.8%	82.4%	84.5%	81.7%	78.8%	82.7%
3: Somewhat important	17.3%	17.5%	10.9%	15.6%	19.0%	19.7%	16.7%	14.5%	18.3%	19.6%	16.3%
2: Not very important	1.0%	1.0%	.	.	1.6%	1.5%	0.9%	0.7%	.	1.1%	1.0%
1: Not at all important	0.2%	.	.	.	0.3%	.	.	0.3%	.	0.5%	.
Total (N)	2,436	200	55	64	709	66	221	297	109	189	526

Table 136. Importance: Time Management

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4: Very important	87.9%	88.9%	94.5%	85.9%	86.1%	90.9%	90.5%	87.5%	88.1%	89.5%	87.6%
3: Somewhat important	11.5%	9.5%	5.5%	14.1%	12.9%	9.1%	9.5%	11.8%	11.9%	9.9%	12.0%
2: Not very important	0.5%	1.5%	.	.	0.8%	.	.	0.3%	.	0.5%	0.4%
1: Not at all important	0.1%	.	.	.	0.1%	.	.	0.3%	.	.	.
Total (N)	2,433	199	55	64	707	66	221	296	109	191	525

Table 137. Importance: Ability to Reflect, Review, Self-Regulate, and Self-Examine

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.6	3.6	3.8	3.7	3.6	3.6	3.7	3.7	3.7	3.5	3.6
4: Very important	65.5%	68.0%	78.2%	71.9%	63.4%	65.2%	70.1%	71.8%	68.5%	59.3%	61.6%
3: Somewhat important	31.0%	27.5%	21.8%	28.1%	32.8%	33.3%	29.0%	26.2%	29.6%	34.4%	33.8%
2: Not very important	3.1%	4.5%	.	.	3.4%	1.5%	0.9%	1.7%	1.9%	5.8%	4.0%
1: Not at all important	0.3%	.	.	.	0.4%	.	.	0.3%	.	0.5%	0.6%
Total (N)	2,432	200	55	64	707	66	221	298	108	189	524

Table 138. Importance: Taking Responsibility for My Own Behavior

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.9	3.9	3.9	3.8	3.9	3.9	3.8	3.9	3.8	3.8
4: Very important	85.2%	85.1%	87.3%	89.1%	85.2%	89.4%	89.1%	84.6%	90.8%	79.5%	83.5%
3: Somewhat important	14.1%	14.9%	12.7%	10.9%	14.2%	10.6%	9.5%	14.4%	9.2%	18.9%	15.6%
2: Not very important	0.7%	.	.	.	0.6%	.	1.4%	0.7%	.	1.1%	1.0%
1: Not at all important	0.1%	.	.	.	.	.	.	0.3%	.	0.5%	.
Total (N)	2,439	201	55	64	709	66	221	298	109	190	526

Table 139. Importance: Potential for Success

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.9	3.9	3.8	3.8	3.9	3.9	3.8	3.9	3.8	3.9
4: Very important	85.5%	88.9%	89.1%	84.4%	84.3%	87.9%	85.1%	82.8%	88.1%	83.7%	87.1%
3: Somewhat important	13.2%	10.6%	10.9%	15.6%	13.9%	10.6%	14.9%	15.5%	11.0%	13.7%	12.0%
2: Not very important	1.1%	0.5%	.	.	1.7%	1.5%	.	1.3%	.	1.6%	1.0%
1: Not at all important	0.2%	.	.	.	0.1%	.	.	0.3%	0.9%	1.1%	.
Total (N)	2,433	198	55	64	707	66	221	297	109	190	526

Table 140. Importance: Viewing Failure as an Opportunity to Learn

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.6	3.6	3.8	3.6	3.6	3.7	3.6	3.6	3.6	3.5	3.6
4: Very important	65.1%	65.2%	78.2%	64.1%	65.3%	69.7%	66.8%	67.7%	64.5%	58.7%	63.3%
3: Somewhat important	31.1%	32.8%	21.8%	35.9%	31.5%	27.3%	29.1%	26.9%	33.6%	33.9%	32.2%
2: Not very important	3.3%	1.5%	.	.	2.7%	1.5%	4.1%	4.7%	1.9%	5.8%	4.0%
1: Not at all important	0.5%	0.5%	.	.	0.6%	1.5%	.	0.7%	.	1.6%	0.4%
Total (N)	2,425	198	55	64	708	66	220	297	107	189	521

Table 141. Importance: Gaining Clarity in My Career Direction

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.8	3.7	3.8	3.7	3.7	3.8	3.8	3.8	3.8	3.8
4: Very important	78.9%	82.9%	78.2%	79.7%	74.5%	78.8%	78.2%	82.8%	85.2%	77.9%	80.5%
3: Somewhat important	19.0%	15.6%	18.2%	20.3%	22.5%	16.7%	20.5%	14.8%	13.0%	21.1%	17.9%
2: Not very important	1.8%	0.5%	3.6%	.	2.7%	4.5%	0.9%	1.7%	1.9%	1.1%	1.3%
1: Not at all important	0.3%	1.0%	.	.	0.3%	.	0.5%	0.7%	.	.	0.2%
Total (N)	2,425	199	55	64	702	66	220	297	108	190	524

Importance of World View Goals

Table 142. Importance: Understanding Issues and Problems Facing the World

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.7	3.7	3.7	3.7	3.7	3.8	3.8	3.7	3.7	3.7	3.7
4: Very important	75.2%	73.5%	74.1%	75.0%	75.0%	78.5%	81.7%	78.4%	73.4%	72.6%	72.6%
3: Somewhat important	22.8%	25.5%	24.1%	23.4%	22.6%	18.5%	17.8%	18.6%	26.6%	25.3%	25.1%
2: Not very important	1.7%	1.0%	1.9%	1.6%	1.7%	3.1%	0.5%	2.4%	.	2.2%	1.9%
1: Not at all important	0.4%	.	.	.	0.7%	.	.	0.7%	.	.	0.4%
Total (N)	2,408	196	54	64	705	65	219	296	109	186	514

Table 143. Importance: Understanding and Respecting Diverse Cultures, Values, and Perspectives

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.7	3.8	3.7	3.7	3.6	3.8	3.8	3.7	3.8	3.7	3.8
4: Very important	74.6%	79.2%	72.2%	73.4%	69.0%	78.5%	82.6%	78.0%	78.9%	66.1%	77.0%
3: Somewhat important	23.2%	18.8%	25.9%	26.6%	27.0%	18.5%	16.4%	20.0%	21.1%	32.8%	21.2%
2: Not very important	1.8%	1.5%	1.9%	.	3.1%	3.1%	0.9%	1.0%	.	1.1%	1.6%
1: Not at all important	0.5%	0.5%	.	.	0.9%	.	.	1.0%	.	.	0.2%
Total (N)	2,406	197	54	64	704	65	219	295	109	186	513

Table 144. Importance: Ability to Work with People from Diverse Backgrounds

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.8	3.8	3.8	3.8	3.7	3.8	3.9	3.8	3.8	3.8	3.8
4: Very important	80.4%	80.2%	81.5%	81.3%	77.5%	76.9%	87.6%	82.8%	83.3%	77.5%	80.7%
3: Somewhat important	18.0%	17.3%	18.5%	18.8%	20.1%	23.1%	11.9%	15.9%	15.7%	21.4%	17.7%
2: Not very important	1.2%	2.5%	.	.	1.7%	.	0.5%	0.7%	0.9%	0.5%	1.4%
1: Not at all important	0.4%	.	.	.	0.7%	.	.	0.7%	.	0.5%	0.2%
Total (N)	2,406	197	54	64	703	65	218	296	108	187	514

Table 145. Importance: Sensitivity to Issues Associated with Gender Equity

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.5	3.5	3.5	3.4	3.4	3.5	3.7	3.6	3.6	3.5	3.5
4: Very important	60.4%	60.4%	62.3%	51.6%	54.0%	63.1%	72.1%	67.6%	69.7%	54.3%	60.6%
3: Somewhat important	32.1%	33.5%	30.2%	39.1%	36.4%	30.8%	22.8%	25.6%	24.8%	38.7%	31.9%
2: Not very important	6.0%	5.6%	5.7%	9.4%	7.0%	3.1%	4.6%	4.1%	5.5%	5.9%	6.5%
1: Not at all important	1.6%	0.5%	1.9%	.	2.6%	3.1%	0.5%	2.7%	.	1.1%	1.0%
Total (N)	2,390	197	53	64	696	65	219	293	109	186	508

Table 146. Importance: Sensitivity to Issues Associated with Racial Equity

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.6	3.6	3.6	3.6	3.5	3.6	3.8	3.6	3.7	3.5	3.6
4: Very important	65.1%	63.5%	72.2%	60.9%	57.0%	69.2%	79.5%	70.2%	72.5%	59.7%	67.1%
3: Somewhat important	28.9%	30.5%	22.2%	37.5%	34.1%	24.6%	17.8%	24.3%	22.9%	35.5%	27.6%
2: Not very important	4.8%	5.6%	3.7%	1.6%	6.6%	4.6%	1.8%	3.4%	4.6%	4.3%	4.7%
1: Not at all important	1.3%	0.5%	1.9%	.	2.3%	1.5%	0.9%	2.1%	.	0.5%	0.6%
Total (N)	2,392	197	54	64	698	65	219	292	109	186	508

Table 147. Importance: Appreciating Differences in Sexual Orientation

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.4	3.4	3.5	3.2	3.2	3.4	3.5	3.5	3.5	3.3	3.4
4: Very important	55.5%	57.4%	58.8%	42.2%	48.3%	56.3%	65.9%	65.9%	59.8%	50.5%	56.4%
3: Somewhat important	30.1%	30.3%	29.4%	39.1%	33.6%	31.3%	21.2%	24.7%	29.0%	33.3%	30.1%
2: Not very important	10.1%	7.7%	9.8%	12.5%	12.0%	9.4%	10.6%	5.9%	10.3%	11.3%	9.9%
1: Not at all important	4.3%	4.6%	2.0%	6.3%	6.1%	3.1%	2.3%	3.5%	0.9%	4.8%	3.6%
Total (N)	2,367	195	51	64	691	64	217	287	107	186	505

Table 148. Importance: Understanding the Present as it Relates to Historical Events

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.5	3.6	3.4	3.4	3.5	3.5	3.6	3.5	3.6	3.6	3.5
4: Very important	58.4%	63.9%	48.1%	46.9%	56.0%	53.8%	66.2%	62.0%	62.0%	64.0%	54.5%
3: Somewhat important	34.6%	32.0%	44.4%	50.0%	36.4%	40.0%	27.9%	28.8%	32.4%	31.2%	37.5%
2: Not very important	6.3%	4.1%	7.4%	3.1%	6.7%	6.2%	5.0%	7.9%	4.6%	4.8%	7.6%
1: Not at all important	0.6%	.	.	.	0.9%	.	0.9%	1.4%	0.9%	.	0.4%
Total (N)	2,395	194	54	64	703	65	219	292	108	186	510

Table 149. Importance: Understanding the Commonality of Human Problems Globally

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Mean Rating	3.6	3.6	3.6	3.5	3.6	3.6	3.7	3.7	3.6	3.6	3.6
4: Very important	64.8%	65.5%	66.7%	49.2%	65.3%	57.8%	72.6%	71.0%	66.7%	62.4%	60.3%
3: Somewhat important	31.3%	31.4%	31.5%	50.8%	30.0%	40.6%	24.2%	24.5%	29.6%	35.9%	35.2%
2: Not very important	3.2%	3.1%	1.9%	.	3.7%	1.6%	3.3%	3.1%	2.8%	1.1%	3.9%
1: Not at all important	0.7%	.	.	.	1.0%	.	.	1.4%	0.9%	0.6%	0.6%
Total (N)	2,375	194	54	63	697	64	215	290	108	181	509

EDUCATIONAL INTENT AND INTERESTS

Table 150. Goal or Objective for Attending NC State

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Bachelor's degree or certificate only	7.8%	4.4%	6.9%	12.1%	8.3%	8.0%	9.5%	2.2%	12.7%	8.9%	8.9%
Bachelor's degree for grad school preparation	53.7%	74.3%	36.2%	39.4%	43.1%	45.3%	54.3%	81.2%	34.5%	51.7%	53.6%
Bachelor's degree for career preparation	35.9%	19.9%	56.9%	43.9%	44.7%	44.0%	32.3%	13.7%	51.8%	38.4%	35.6%
Improve knowledge/skills for current profession	1.4%	1.5%	.	3.0%	2.0%	2.7%	1.7%	0.6%	0.9%	0.5%	0.9%
Courses for personal interest	0.4%	.	.	.	0.4%	.	0.9%	1.0%	.	0.5%	0.4%
Other	0.9%	.	.	1.5%	1.5%	.	1.3%	1.3%	.	.	0.5%
Total (N)	2,560	206	58	66	747	75	232	313	110	203	550

Table 151. Time to Complete Degree

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Less than 4 years	7.4%	10.3%	3.8%	1.6%	6.6%	3.1%	8.3%	13.3%	1.8%	13.5%	4.5%
4 years	83.7%	87.2%	84.9%	95.2%	73.6%	85.9%	88.5%	85.3%	93.6%	83.2%	89.6%
4 1/2 years	4.1%	1.5%	1.9%	.	9.0%	6.3%	1.4%	1.0%	3.6%	1.6%	2.7%
5 years	4.0%	1.0%	9.4%	.	9.7%	4.7%	1.4%	0.3%	0.9%	1.6%	1.8%
5 1/2 years	0.1%	.	.	.	0.4%	.	.	.	.	.	.
6 or more years	0.1%	.	.	1.6%	0.1%	.	.	.	.	.	0.2%
Do not intend to complete bachelor's degree at NC State	0.5%	.	.	1.6%	0.6%	.	0.5%	.	.	.	1.2%
Total (N)	2,391	195	53	63	701	64	217	293	110	185	510

Table 152. Highest Intended Level of Education

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Bachelor's degree	28.7%	19.9%	39.6%	34.9%	33.5%	47.7%	25.0%	8.5%	50.0%	24.7%	31.2%
Master's degree	39.3%	15.8%	56.6%	52.4%	45.0%	36.9%	38.9%	21.5%	34.5%	59.7%	41.5%
Doctoral degree	15.3%	12.8%	3.8%	7.9%	17.2%	4.6%	16.2%	29.4%	7.3%	3.2%	14.8%
Doctor of Veterinary Medicine	5.9%	42.3%	.	1.6%	0.3%	1.5%	.	14.3%	.	0.5%	2.4%
Medical degree	7.0%	8.2%	.	.	2.6%	3.1%	6.0%	25.3%	7.3%	0.5%	7.1%
Law degree	3.3%	0.5%	.	3.2%	1.0%	6.2%	13.4%	0.7%	0.9%	10.8%	2.8%
Divinity degree	0.3%	.	.	.	0.4%	.	0.5%	0.3%	.	0.5%	0.2%
Do not intend to complete any degree	0.0%	0.5%	.	.	.	.	.	.	.	.	.
Total (N)	2,392	196	53	63	704	65	216	293	110	186	506

Table 153. Certainty of College Major

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Very certain	35.6%	53.4%	55.2%	47.0%	38.9%	26.7%	35.1%	41.2%	45.5%	33.5%	18.0%
Certain	43.2%	32.5%	34.5%	33.3%	52.8%	45.3%	42.0%	40.6%	41.8%	47.8%	36.5%
Uncertain	17.0%	12.1%	8.6%	19.7%	7.4%	24.0%	18.6%	15.0%	9.1%	17.2%	33.2%
Very uncertain	4.3%	1.9%	1.7%	.	0.9%	4.0%	4.3%	3.2%	3.6%	1.5%	12.3%
Total (N)	2,559	206	58	66	746	75	231	313	110	203	551

Table 154. First Year Employment

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Yes	48.2%	50.3%	47.2%	55.7%	43.0%	56.9%	59.3%	48.8%	48.6%	50.0%	47.1%
No	51.8%	49.7%	52.8%	44.3%	57.0%	43.1%	40.7%	51.2%	51.4%	50.0%	52.9%
Total (N)	2,361	195	53	61	698	65	216	287	107	180	499

Table 155. On-Campus Work Hours

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
None	66.0%	69.2%	67.3%	65.0%	66.9%	57.8%	58.1%	66.4%	66.0%	66.9%	67.1%
1-10 hours per week	19.6%	16.9%	26.9%	13.3%	19.6%	20.3%	24.7%	17.8%	18.9%	20.2%	19.4%
11-20 hours per week	12.1%	11.8%	5.8%	13.3%	11.3%	20.3%	14.0%	13.6%	12.3%	12.4%	11.1%
21-30 hours per week	1.9%	2.1%	.	6.7%	1.6%	1.6%	2.8%	1.7%	0.9%	0.6%	2.4%
31-40 hours per week	0.3%	.	.	1.7%	0.3%	.	0.5%	0.3%	1.9%	.	.
More than 40 hours per week	0.1%	.	.	.	0.3%	.	.	.	.	.	.
Total (N)	2,350	195	52	60	698	64	215	286	106	178	496

Table 156. Off-Campus Work Hours

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
None	76.1%	70.1%	83.0%	70.5%	81.9%	73.0%	69.9%	73.5%	70.8%	75.0%	76.5%
1-10 hours per week	14.0%	18.0%	9.4%	18.0%	10.8%	12.7%	15.7%	15.3%	18.9%	15.3%	14.0%
11-20 hours per week	8.2%	8.8%	7.5%	9.8%	6.1%	14.3%	12.5%	8.0%	9.4%	7.4%	8.3%
21-30 hours per week	1.3%	3.1%	.	1.6%	0.9%	.	1.4%	2.4%	0.9%	1.7%	0.8%
31-40 hours per week	0.3%	.	.	.	0.3%	.	0.5%	0.7%	.	.	0.2%
More than 40 hours per week	0.1%	.	.	.	.	.	.	.	.	0.6%	0.2%
Total (N)	2,342	194	53	61	692	63	216	287	106	176	494

Table 157. NC State Co-Curricular Programs/Activities (Percent Expressing Interest, by Group)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Student Government	17.1%	18.2%	5.7%	14.1%	13.9%	10.6%	30.9%	14.5%	12.7%	22.2%	18.2%
Student Conduct Board	2.8%	2.5%	0.0%	1.6%	2.4%	0.0%	7.3%	2.7%	1.8%	3.2%	2.7%
Residence Hall Councils	10.3%	7.1%	3.8%	15.6%	9.5%	4.5%	14.5%	11.5%	5.5%	8.5%	12.6%
Student Leadership Development (workshops, conferences, etc.)	19.0%	18.7%	13.2%	17.2%	17.4%	16.7%	27.7%	18.2%	20.0%	27.0%	16.1%
Co-op (Cooperative Education) program	28.6%	17.7%	13.2%	9.4%	54.5%	15.2%	14.1%	19.3%	17.3%	14.8%	21.6%
Study Abroad/National Student Exchange	60.3%	62.1%	75.5%	56.3%	54.2%	54.5%	72.3%	66.6%	74.5%	58.2%	56.7%
Volunteer Services	42.1%	49.0%	35.8%	42.2%	34.3%	30.3%	53.2%	47.6%	48.2%	43.9%	42.5%
ROTC	3.2%	3.0%	0.0%	0.0%	4.5%	0.0%	5.0%	2.0%	0.0%	1.1%	3.8%
Club Sports (Cycling, Baseball, Martial Arts, Ultimate, etc.)	39.7%	40.9%	41.5%	32.8%	41.3%	39.4%	41.4%	39.9%	32.7%	34.4%	40.4%
Fitness/Wellness (Groups fitness classes, Yoga, Pilates, etc.)	37.3%	40.4%	30.2%	29.7%	31.8%	37.9%	41.8%	38.2%	59.1%	37.6%	38.3%

(Continued)

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College Comparisons

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Indoor Open Recreation (Cardio Room, Weights, Basketball, etc.)	44.8%	42.9%	41.5%	31.3%	48.2%	57.6%	40.9%	44.6%	43.6%	46.0%	42.7%
Intramural Sports (Basketball, Flagfootball, Golf, etc.)	48.1%	33.3%	45.3%	32.8%	55.7%	57.6%	40.9%	42.6%	36.4%	56.6%	49.6%
Outdoor Adventures (Trips, Equipment Checkout, Rock Climbing Workshops, etc.)	37.5%	34.8%	43.4%	21.9%	39.8%	43.9%	39.1%	44.6%	35.5%	28.6%	34.7%
Social Fraternity/Sorority	27.4%	24.2%	17.0%	21.9%	18.3%	42.4%	30.5%	23.0%	42.7%	47.1%	31.8%
Student Media/Publications	11.1%	2.5%	18.9%	6.3%	8.4%	16.7%	28.6%	8.8%	8.2%	10.6%	11.9%
Union Activities Board programs/activities (cultural programs, concerts, etc.)	9.2%	7.6%	13.2%	9.4%	5.9%	6.1%	16.8%	11.8%	11.8%	7.9%	9.4%
Multicultural/Diversity programs/activities	10.9%	7.6%	13.2%	6.3%	8.7%	4.5%	17.7%	11.5%	10.9%	13.8%	12.1%
Gender issues (gender communication, sexual assault, domestic violence, etc.)	4.3%	4.0%	1.9%	4.7%	3.1%	1.5%	9.5%	7.1%	2.7%	3.7%	3.4%
GLBT (Gay, Lesbian, Bisexual, Transgendered) programs/activities	4.3%	4.0%	7.5%	4.7%	4.1%	1.5%	6.8%	5.1%	3.6%	2.1%	4.0%
Healthy lifestyles issues (stress management, sexuality, substance abuse, etc.)	10.9%	12.1%	7.5%	3.1%	8.3%	13.6%	13.6%	13.2%	16.4%	7.4%	12.6%
Planning programs and services for children and families	4.9%	5.1%	3.8%	12.5%	3.1%	6.1%	10.0%	4.7%	4.5%	4.2%	4.8%
The Crafts Center programs/activities	11.2%	11.6%	35.8%	14.1%	8.1%	12.1%	13.2%	11.8%	20.0%	7.9%	10.3%
Music Minor, Bands, Choirs, Orchestras, Chamber Music, Bagpipes, Drums	12.9%	10.6%	11.3%	7.8%	15.0%	7.6%	14.1%	15.5%	10.0%	5.3%	13.8%
Attending art exhibitions, meeting artists, museum internships	10.9%	6.6%	49.1%	6.3%	6.4%	10.6%	20.5%	11.1%	20.9%	6.9%	10.7%
Theater participation as artist	5.8%	4.0%	9.4%	1.6%	5.0%	9.1%	10.0%	9.5%	4.5%	4.2%	4.2%
Theater participation as audience	14.2%	13.1%	18.9%	10.9%	14.1%	6.1%	19.5%	16.2%	13.6%	7.9%	14.6%
Student Dance Companies	5.8%	5.6%	11.3%	12.5%	3.1%	4.5%	6.8%	5.7%	15.5%	4.2%	6.5%
The Center for Student Leadership, Ethics, and Public Service (CSLEPS)	12.5%	13.6%	11.3%	7.8%	14.3%	10.6%	22.3%	8.4%	6.4%	12.7%	10.2%
Organizations/Clubs related to your major	44.4%	53.0%	58.5%	39.1%	46.8%	40.9%	50.9%	52.4%	48.2%	41.8%	30.3%
Pre-Law services/planning	4.2%	1.0%	0.0%	3.1%	1.1%	6.1%	16.4%	1.4%	1.8%	10.1%	4.8%

(Continued)

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College Comparisons

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Pre-Health services/counseling	10.2%	10.6%	0.0%	1.6%	2.8%	3.0%	5.9%	36.8%	6.4%	2.1%	13.4%
Undergraduate Research	31.7%	44.4%	11.3%	3.1%	39.1%	15.2%	19.5%	63.5%	16.4%	12.7%	21.6%
Environmental/sustainability activities and organizations	17.9%	20.2%	26.4%	3.1%	18.5%	24.2%	15.0%	26.4%	8.2%	10.6%	17.6%
Total (N)	2,432	198	53	64	714	66	220	296	110	189	522

Table 158. Interest in Campus Religious Organizations)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Alpha Omega	1.7%	1.0%	0.0%	4.7%	1.4%	1.5%	2.7%	1.0%	2.7%	1.1%	2.1%
Anno Domini	0.4%	0.0%	0.0%	0.0%	0.6%	0.0%	0.9%	0.7%	0.0%	0.5%	0.0%
Bridges International	0.5%	1.0%	0.0%	0.0%	0.4%	0.0%	0.5%	1.4%	0.0%	0.5%	0.2%
Brooks Campus Ministry	1.1%	1.5%	0.0%	0.0%	2.0%	1.5%	1.4%	1.0%	0.0%	0.5%	0.4%
Campus Christian Fellowship	12.0%	13.6%	15.1%	15.6%	11.8%	10.6%	12.7%	10.5%	13.6%	12.7%	11.1%
Campus Crusade for Christ	15.2%	15.2%	22.6%	34.4%	13.0%	13.6%	16.4%	13.5%	20.9%	18.0%	13.6%
Campus Outreach Raleigh	5.7%	7.1%	9.4%	6.3%	4.8%	4.5%	6.4%	5.1%	5.5%	9.5%	4.8%
Charisma Campus Ministry	1.2%	1.0%	0.0%	0.0%	1.4%	3.0%	1.8%	1.7%	0.9%	0.5%	0.6%
Christians on Campus	12.2%	12.1%	11.3%	18.8%	11.9%	13.6%	13.2%	8.1%	14.5%	14.3%	12.3%
East Triangle Church Campus Ministry	1.2%	1.0%	0.0%	1.6%	0.8%	3.0%	0.9%	1.7%	1.8%	1.1%	1.3%
Grace Mission Ministries Manna	1.5%	2.5%	0.0%	0.0%	1.8%	0.0%	1.8%	2.4%	0.9%	0.5%	1.0%
Greek Impact	4.0%	5.6%	3.8%	1.6%	2.1%	6.1%	3.6%	3.0%	11.8%	5.3%	4.6%
InterVarsity Christian Fellowship	3.7%	3.5%	3.8%	9.4%	3.6%	3.0%	3.2%	3.4%	2.7%	4.8%	3.4%
Islam and Dialogue Student Association	0.8%	2.5%	0.0%	0.0%	0.6%	1.5%	1.8%	0.3%	0.0%	0.5%	0.6%
Life Changers College Ministry	1.6%	2.5%	0.0%	3.1%	1.4%	0.0%	2.7%	2.7%	0.9%	1.6%	0.6%

(Continued)

2013 Incoming Freshmen Survey
College Comparisons

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
Providence College Ministry	1.1%	1.0%	0.0%	0.0%	0.8%	0.0%	1.8%	2.7%	0.0%	1.6%	0.8%
Self Knowledge Symposium	0.5%	0.0%	0.0%	0.0%	0.1%	0.0%	1.4%	0.3%	1.8%	1.1%	0.4%
The Lord's Generation	0.8%	1.0%	1.9%	0.0%	0.7%	0.0%	0.9%	2.0%	0.0%	1.1%	0.2%
The Navigators	1.0%	1.0%	1.9%	1.6%	0.7%	3.0%	0.0%	1.4%	2.7%	1.6%	0.6%
Uninhibited Praise	0.8%	1.0%	0.0%	0.0%	0.7%	0.0%	1.8%	1.7%	0.9%	0.5%	0.4%
United Student Fellowship Christian Ministry	4.7%	2.5%	5.7%	3.1%	5.5%	1.5%	5.9%	5.1%	2.7%	4.2%	4.8%
University Bible Fellowship	4.4%	2.0%	5.7%	6.3%	5.2%	3.0%	5.5%	5.1%	2.7%	4.8%	3.4%
Total (N)	2,432	198	53	64	714	66	220	296	110	189	522

Table 159. Location of Future Employment

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
In North Carolina only	13.0%	18.5%	5.7%	37.1%	10.9%	3.1%	13.9%	7.2%	10.1%	17.3%	15.1%
Anywhere in the USA	33.2%	23.1%	34.0%	30.6%	38.9%	43.1%	27.3%	20.5%	38.5%	34.1%	36.9%
Outside the USA only	0.4%	.	.	.	0.7%	.	1.4%	.	0.9%	.	.
Anywhere - location is not important	29.3%	12.3%	45.3%	24.2%	32.9%	38.5%	32.4%	26.3%	38.5%	30.3%	27.0%
I do not plan to be employed (e.g., grad school, travel)	24.0%	46.2%	15.1%	8.1%	16.7%	15.4%	25.0%	46.1%	11.9%	18.4%	21.0%
Total (N)	2,382	195	53	62	700	65	216	293	109	185	504

Table 160. Location of Future Employment (Among Those Seeking Employment)

	NCSU	CALS	Design	CED	COE	CNR	CHASS	COS	COT	PCOM	DASA
In North Carolina only	17.1%	34.3%	6.7%	40.4%	13.0%	3.6%	18.5%	13.3%	11.5%	21.2%	19.1%
Anywhere in the USA	43.8%	42.9%	40.0%	33.3%	46.7%	50.9%	36.4%	38.0%	43.8%	41.7%	46.7%
Outside the USA only	0.5%	.	.	.	0.9%	.	1.9%	.	1.0%	.	.
Anywhere - location is not important	38.6%	22.9%	53.3%	26.3%	39.5%	45.5%	43.2%	48.7%	43.8%	37.1%	34.2%
Total (N)	1,810	105	45	57	583	55	162	158	96	151	398