

2017 Incoming Freshmen Survey: Overall Results

Introduction

This overview report presents findings from all incoming freshmen students participating in the 2017 Incoming Freshmen Survey. The survey describes students' experiences prior to coming to NC State, including their application and admissions experiences, goals for their college careers and demographics. For information about the survey methods and analyses, as well as a copy of the survey instrument with exact wording, see "[2017 Incoming Freshmen Survey: Introduction, Methods, and Student Demographic Profile.](#)"

A total of 4,634 incoming freshmen were eligible to complete the 2017 Incoming Freshmen Survey and have their responses included in final analyses, and 3,093 students participated in the survey for a response rate of 66.7%.

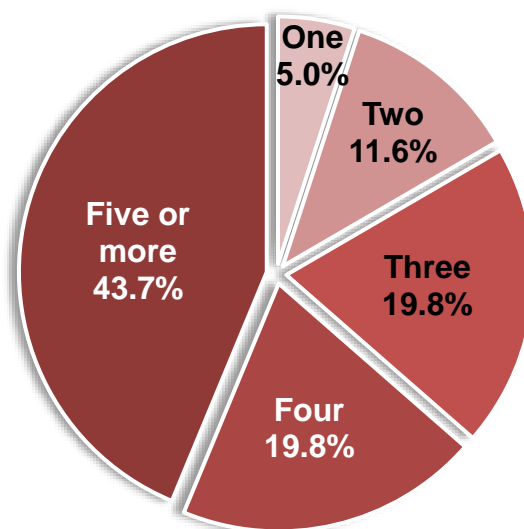
Experiences Prior to Enrolling at NC State

This section of the report presents respondents' opinions on factors that potentially influenced them to attend NC State, their experiences in applying for admission and their decision to enroll at NC State.

Number of Colleges/Universities Applied To, Including NC State (Figure 1)

At the beginning of the survey, incoming freshmen were asked how many colleges/universities they applied to, including NC State. Over forty percent (43.7%) reported that they had applied to five or more colleges/universities, including NC State, while another 19.8 percent reported that they applied to four colleges/universities. Approximately five percent of respondents reported that NC State was the only school to which they applied.

Figure 1: Number of Colleges/Universities Applied To, Including NC State (N=3,092)



NC State First Choice College to Attend (Table 1)

Over 60 percent of incoming freshmen said that NC State was their top choice university to attend (61.2%), with 4.5 percent saying that NC State was their “only choice” and 56.7 percent saying it was their “first choice.” However, 38.8 percent of respondents said that NC State was either their second choice college or lower.

The College of Textiles saw the highest percentage of students reporting that NC State was their top choice university to attend (80.7%), with 6.0 percent saying it was their “only choice” and 74.7 percent saying it was their “first choice.” Over 70 percent of students in both the College of Agriculture and Life Sciences (72.9%) and the College of Education (70.2%) said that NC State was their top choice university.

Students in the College of Humanities and Social Sciences and in the College of Sciences had the lowest reported rates of NC State being their top choice university, at 47.7 percent and 52.0 percent, respectively. Students entering the College of Humanities and Social Sciences were the most likely to report that NC State was their third choice or below of universities to attend (14.0%), followed by those enrolling in the College of Engineering (12.2%).

Table 1: NC State First Choice College to Attend

College/School	Was NC State first choice of colleges to attend				Total	N
	It was my only choice	Yes - it was my first choice	No - it was my second choice	No - it was my third choice or below		
CALS	9.9%	63.0%	19.4%	7.7%	10.6%	324
Design	3.3%	65.6%	24.6%	6.6%	2.0%	61
CED	3.5%	66.7%	26.3%	3.5%	1.9%	57
COE	5.4%	55.4%	27.0%	12.2%	31.6%	967
CNR	0.8%	68.3%	25.2%	5.7%	4.0%	123
HSS	4.5%	43.2%	38.3%	14.0%	7.3%	222
COS	3.1%	48.9%	38.2%	9.8%	15.0%	458
Textiles	6.0%	74.7%	12.0%	7.2%	2.7%	83
PCOM	2.6%	52.1%	36.3%	9.0%	10.2%	311
University College	2.6%	63.7%	27.3%	6.4%	14.8%	454
Total	4.5%	56.7%	29.2%	9.6%	100.0%	3,060

Factors That Influenced Decision to Attend NC State (Tables 2-3)

Incoming students were asked to identify what their single most influential factor in deciding to attend NC State was, as well as the extent to which each of the various potential factors influenced their decision. “Academic reputation” (26.2%) was most likely to be reported as being the *single most influential factor in deciding to attend NC State* followed by “availability of program” (18.6%) and “level of support for my intended major” (13.0%). “Cost” (8.2%) and “location” (7.7%) were also rated as the most influential factor by a sizable number of students. Less than five percent of incoming freshmen selected one of the other individual factors asked about as being the most influential.

Table 2: Single Most Influential Factor in Deciding to Attend NC State

	%	N
Academic reputation	26.2%	801
Availability of program	18.6%	569
Level of support for my intended major	13.0%	398
Cost	8.2%	251
Location	7.7%	235
Campus visit prior to orientation	4.6%	140
Scholarships/financial aid available	4.0%	122
Recommended by a friend, family member, teacher, counselor, etc.	3.1%	94
Facilities and resources available	2.9%	90
Acceptance into the First Year College (University College-Exploratory Studies)	1.9%	59
Contact with a current student	1.5%	46
NC State's commitment to diversity	1.2%	38
Extracurricular opportunities	1.1%	35
Contact with a graduate	0.9%	29
Size	0.7%	21
Pack Promise Program	0.6%	18
Contact with a faculty or staff member	0.5%	16
Commitment to the environment and sustainability	0.4%	13
Number of hours transferred/credited	0.3%	10
University Recreation programs	0.2%	7
Letter from someone other than Admissions Office	0.1%	2
Attendance at a College Fair	0.0%	1
Other	2.2%	66
Total	100.0%	3,061

While a majority of incoming freshmen focused on just a few specific factors as being the most important in deciding to attend NC State, when asked to rate how much of an influence each factor had on them using a scale from 1 (“very weak influence”) to 5 (“very strong influence”), it is clear that a wide variety of factors had at least some influence on their decision. Nearly 90 percent of incoming freshmen reported that *academic reputation* had a “very strong” (43.8%) or “strong influence” (44.2%) on their decision to attend NC State. Approximately 85 percent of incoming freshmen rated *availability of program* as having a “very strong” (53.3%) or “strong influence” (31.9%). Only 0.4 percent of respondents reported that *academic reputation* had a “very weak influence” on their decision to attend NC State, while 1.1 percent of respondents reported that *availability of program* had a “very weak influence” on their decision.

Approximately 90 percent of students who were accepted into University College reported that their acceptance had a positive influence on their decision to attend NC State. Just over 40 percent said that their acceptance had a “very strong influence” (40.5%) on their decision to attend NC State, 31.1 percent a “strong influence” and 18.5 percent a “moderate influence.”

Incoming freshmen also reported *facilities and resources available* and *level of support for my intended major* as having high levels of influence on their decision to attend NC State. Approximately 37 percent of respondents reported that *facilities and resources available* had a “very strong influence” (36.8%) on their decision to attend NC State. Also, *level of support for my intended major* was reported as having a “very strong influence” among 37.2 percent of respondents.

Among the factors least likely to be strongly influential in decisions to attend NC State are *letter from someone other than Admissions office*, *attendance at a college fair* and *publications from NC State*. Close to 60 percent of respondents rated *letter from someone other than Admissions office* as having a “weak” (32.3%) or “very weak influence” (29.1%) on their decision to attend NC State, while almost 50 percent reported *publications from NC State* as having a “weak” (28.5%) or “very weak influence” (20.8%). Respondents also reported *attendance at a college fair* as having a “weak” (26.3%) or “very weak influence” (25.0%) on their decision to attend NC State.

Table 3: Factors That Influenced Decision to Attend NC State

	Mean	5: Very strong influence	4: Strong influence	3: Moderate influence	2: Weak influence	1: Very weak influence	N
Academic reputation	4.3	43.8%	44.2%	10.6%	1.0%	0.4%	3,087
Availability of program	4.3	53.3%	31.9%	11.4%	2.4%	1.1%	3,061
Facilities and resources available	4.1	36.8%	41.4%	17.9%	2.8%	1.0%	3,072
Level of support for my intended major	4.0	37.2%	35.9%	20.1%	4.5%	2.3%	3,021
Acceptance into the First Year College Program	4.0	40.5%	31.1%	18.5%	4.5%	5.4%	444
Location	3.8	28.2%	35.1%	27.0%	6.8%	2.9%	3,065
Campus visit prior to orientation	3.7	26.8%	36.6%	24.8%	7.6%	4.2%	2,769
Cost	3.5	22.4%	29.2%	33.0%	11.0%	4.3%	3,032
Recommended by a friend, family member, teacher, counselor, etc.	3.5	20.5%	30.1%	31.4%	11.0%	7.1%	2,885
Extracurricular opportunities	3.4	16.1%	33.8%	33.8%	10.0%	6.3%	2,920
Contact with a current student	3.3	17.9%	28.9%	28.8%	14.7%	9.7%	2,401
Size	3.2	12.9%	25.0%	36.9%	17.9%	7.3%	3,019
University Recreation facilities and programs	3.2	12.5%	27.6%	36.2%	14.6%	9.2%	2,862
NC State's commitment to the environment and sustainability	3.2	15.1%	23.9%	33.3%	17.2%	10.5%	2,905
Scholarships/financial aid available	3.1	19.9%	18.2%	29.2%	20.5%	12.1%	2,867
NC State commitment to diversity	3.0	12.9%	19.4%	32.9%	19.7%	15.1%	2,951
Contact with a graduate	3.0	15.4%	20.0%	29.7%	19.0%	16.0%	1,863
Contact with a faculty or staff member	2.7	9.1%	15.2%	31.1%	25.3%	19.3%	1,758
Number of hours transferred/credited	2.6	7.1%	12.4%	30.2%	29.8%	20.5%	2,525
Pack Promise Program	2.5	7.2%	9.9%	33.5%	25.5%	23.9%	2,005
Attendance at a College Fair	2.5	4.9%	13.1%	30.8%	26.3%	25.0%	1,622
Publications from NC State	2.5	3.9%	11.1%	35.8%	28.5%	20.8%	2,360
Letter from someone other than Admissions Office	2.3	4.5%	7.9%	26.2%	32.3%	29.1%	1,651
Other	4.4	63.0%	20.1%	10.4%	3.5%	3.1%	289

Respondents were also given the opportunity to identify their own other factors not included on the list provided that influenced them to attend NC State, and 2.2 percent of respondents volunteered that some “other” factor was the *single most influential factor in deciding to attend NC State*. Some examples of “other” factors that students identified include: “friendliness of staff and students,” “sense of community,” “the community and its values” and “welcoming atmosphere/environment.”

Satisfaction with Admissions Process (Table 4)

Incoming freshmen were asked to reflect back on when they applied to NC State and rate their *satisfaction with the NC State University admissions process* using a scale from 1 (“very dissatisfied”) to 4 (“very satisfied”). Overall, incoming students were satisfied, with more than 95 percent of saying they were either “very” (49.9%) or “moderately satisfied” (45.7%) with the NC State admissions process. Less than five percent of respondents said they were either “moderately” (4.0%) or “very dissatisfied” (0.4%).

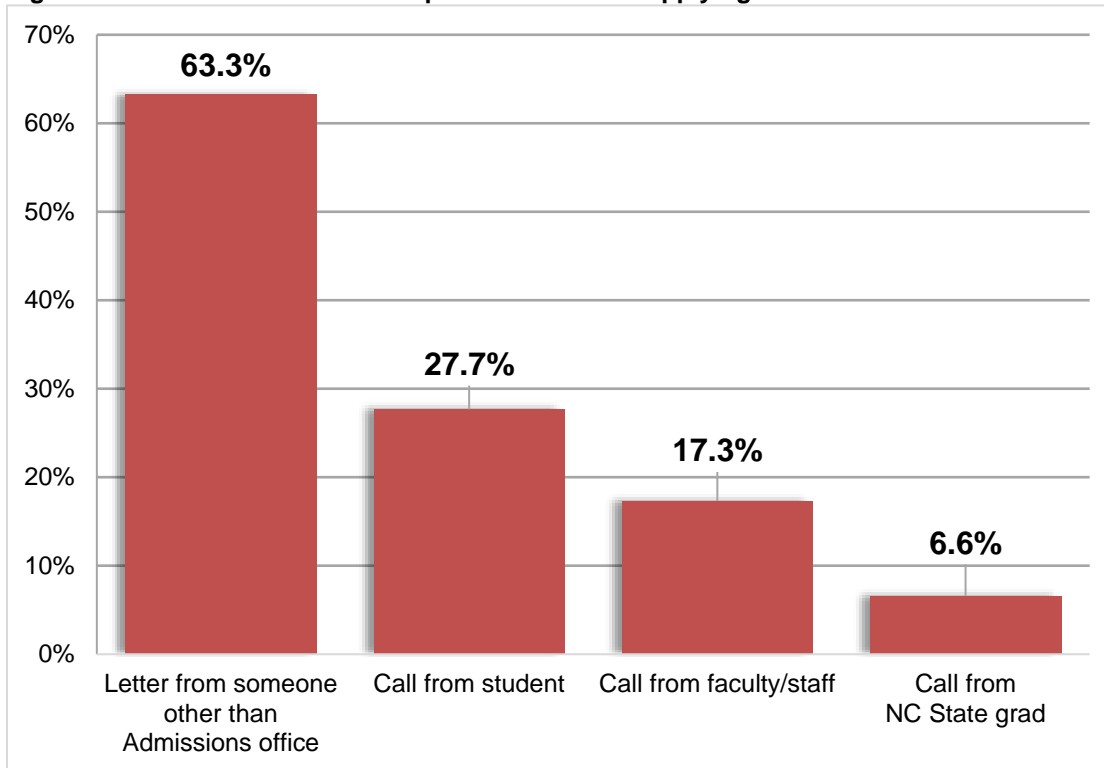
Table 4: Satisfaction with Admissions Process

	%	N
4: Very satisfied	49.9%	1,516
3: Moderately satisfied	45.7%	1,387
2: Moderately dissatisfied	4.0%	121
1: Very dissatisfied	0.4%	12
Total	100.0%	3,036

Contact with NC State Representative after Applying (Figure 2)

Incoming freshmen were asked if they had received various types of communication from an NC State representative after applying for admission. A majority of respondents (63.3%) said they received a *letter from someone other than Admissions Office* after applying for admission to NC State. Fewer students reported that they had received a phone call from a *current NC State student* (27.7%), an *NC State faculty member* (17.3%) or from a *graduate of NC State* (6.6%).

Figure 2: Contact with NC State Representative after Applying



Goals

This section reports students' goals for their personal and educational experiences during their college years, as well as their intended career goals following graduation.

Primary Goal/Objective for Attending NC State (Table 5)

Students were asked about their primary goal or objective for attending NC State. More than 95 percent of respondents said their primary goal/objective was to obtain a "bachelor's degree or certificate in preparation for career" (47.8%) or a "bachelor's degree for grad school preparation" (47.7%). Five percent of respondents reported that their primary goal/objective was to either "improve knowledge/skills for current profession" (2.1%), take "courses of personal interest" (0.9%), earn a "bachelor's degree for career change preparation" (0.4%) or for "other" reasons (1.2%).

Table 5: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree or certificate in preparation for career	47.8%	1,447
Bachelor's degree for grad school preparation	47.7%	1,444
Improve knowledge/skills for current profession	2.1%	64
Courses for personal interest	0.9%	26
Bachelor's degree for career change preparation	0.4%	12
Other	1.2%	35
Total	100.0%	3,028

Time Anticipated to Complete Bachelor's Degree (Table 6)

Incoming freshmen were also asked to estimate the amount of time they intended to take to earn their bachelor's degree at NC State. While 80.9 percent said they expect to graduate from NC State in four years, 11.6 percent indicated that they would complete their bachelor's degree in less than four years and 7.2 percent said that they would take more than four years to complete their bachelor's degree.

Table 6: Time Anticipated to Complete Bachelor's Degree

	%	N
Less than 4 years	11.6%	310
4 years	80.9%	2,162
4 1/2 years	3.8%	102
5 years	3.1%	83
5 1/2 years	0.2%	5
6 or more years	0.1%	2
Do not intend to complete bachelor's degree at NC State	0.3%	9
Total	100.0%	2,673

Highest Level of Education Anticipated to Complete (Table 7)

When asked to identify the highest level of education planned to complete, more than two-thirds of respondents reported that they intended to earn a graduate or professional degree. Nearly 40 percent anticipate earning a master's degree (38.3%) while another 30.5 percent plan to pursue a doctoral or professional degree.

Table 7: Highest Level of Education Anticipated to Complete

	%	N
Bachelor's degree	31.1%	836
Master's degree	38.3%	1,030
Doctoral degree	14.3%	386
Medical degree	7.2%	193
Doctor of Veterinary Medicine	6.8%	184
Law degree	2.1%	56
Divinity degree	0.1%	3
Do not intend to complete any degree	0.1%	4
Total	100.0%	2,692

Certainty of College Major (Table 8)

For the most part, incoming students reported being certain of their choice of academic major. More than 75 percent reported that they were either “very certain” (31.3%) or “certain” (45.8%) in their choice of college major.

Levels of certainty among incoming freshmen varied by college. Students in the College of Design and the College of Textiles reported the highest rates of being “very certain” of their college major. Nearly 90 percent of students in the College of Textiles said they were “very certain” (47.6%) or “certain” (40.2%) with their choice of college major. In the College of Design, 88.6 percent said they were either “very certain” (52.5%) or “certain” (36.1%) with their choice of college major.

Incoming freshmen in University College, where students enter NC State without a declared major, were not surprisingly most likely to report being uncertain about their college majors, with almost one-in-five of them saying they are “very uncertain” (18.2%) and 40.7 percent saying they are “uncertain.”

While large numbers of students entering the College of Education reported being “very certain” in their choice of college major (44.6%), over one-fourth said they were “uncertain” (23.2%) or “very uncertain” (3.6%). Along with incoming students in University College and the College of Education, those entering in the College of Natural Resources were also more likely than those in other colleges to report being “uncertain” (21.1%) or “very uncertain” (1.7%) about their major.

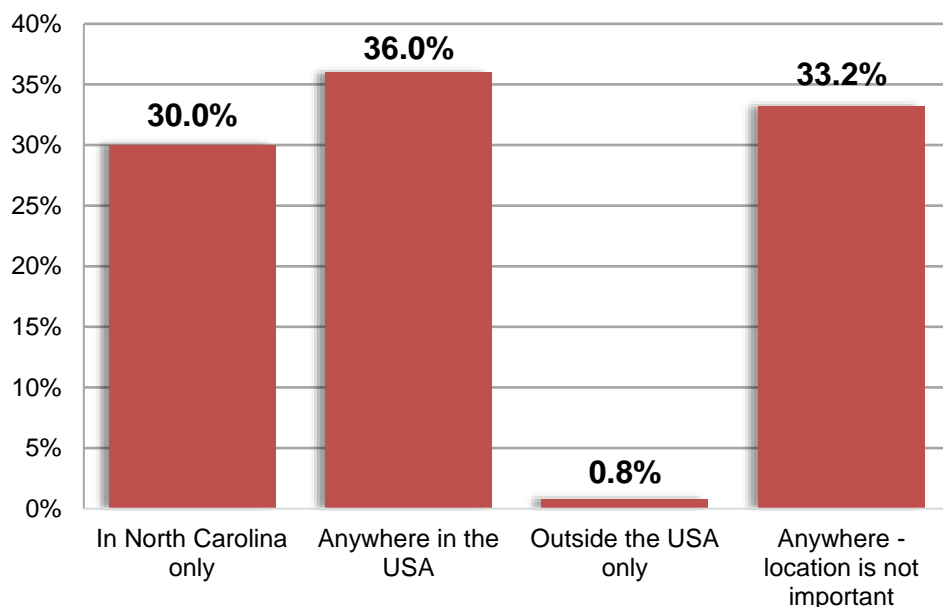
Table 8: Certainty of College Major by College

	Certainty of college major				Total	N
	Very certain	Certain	Uncertain	Very uncertain		
CALS	46.7%	39.6%	10.6%	3.1%	10.6%	321
Design	52.5%	36.1%	11.5%	.	2.0%	61
CED	44.6%	28.6%	23.2%	3.6%	1.8%	56
COE	31.7%	54.8%	12.3%	1.3%	31.7%	960
CNR	31.7%	45.0%	21.7%	1.7%	4.0%	120
HSS	30.9%	46.4%	20.0%	2.7%	7.3%	220
COS	31.4%	49.6%	17.0%	2.0%	14.9%	452
Textiles	47.6%	40.2%	12.2%	.	2.7%	82
PCOM	30.2%	51.0%	16.6%	2.3%	10.2%	308
University College	12.7%	28.4%	40.7%	18.2%	14.9%	450
Total	31.3%	45.8%	18.6%	4.3%	100.0%	3,030

Intended Employment Location after Graduation (Figure 3)

Respondents were asked to indicate the general location in which they intend to seek employment after graduation; students who said that they were not seeking work after graduation were excluded from analysis. Just under one-third of respondents who said they will be seeking work after graduation said that they intend to look “in North Carolina only” (30.0%), while just over one-third said they would seek work “anywhere in the USA” (36.0%). One-third also reported that they would seek work “anywhere – location is not important” (33.2%). Less than one percent reported that they would seek work “outside the USA only” (0.8%).

Figure 3: Intended Employment Location after Graduation (Total N=2,169)



Goals Held by NC State (Tables 9-15; Figure 4)

NC State has a range of goals for its incoming students, including those related to their general education, personal development and world views. Respondents to the Incoming Freshmen Survey were asked to what extent they had acquired a number of specific skills related to those goals prior to entering college, as well as how important those skills are to them currently. Overall, incoming freshmen believe each of these specific skills to be important, and although ratings for their current level of development are consistently lower than ratings for importance for a given skill, they feel like they have done a good job developing many of them before college.

Average ratings of students' current level of development for all of the goals asked about range from a high of 3.4 to a low of 2.6 (on a 4-point scale). While few incoming freshmen indicated that their current level of development for any of the goals was "poor," one-third or more of respondents reported that their own current level of development was "excellent" for only 11 of the 38 goals. *Ability to work with people from diverse backgrounds* was the only goal for which more than half of respondents said their current level of development was "excellent."

Goals for which incoming freshmen were most likely to say that their current level of development was "excellent" for are:

- Ability to work with people from diverse backgrounds (52.6% "excellent")
- Taking responsibility for my own behavior (49.5%)
- Ability to plan and carry out projects independently (42.2%)
- Listening attentively (40.8%)
- Using technologies appropriate to my discipline (40.0%)
- Appreciating differences in sexual orientation (39.7%)
- Working effectively as part of a team (39.4%)
- Sensitivity to issues associated with racial equity (39.2%)
- Understanding and respecting diverse cultures, values, and perspectives (38.9%)
- Using mathematical skills (37.7%)
- Experiencing personal growth (36.7%)

Incoming freshmen were most likely to say that their current level of development was "poor" on:

- Time management (12.1% "poor")
- Capacity to engage with/respond to artistic works and evaluate significance (10.5%)
- Speaking effectively (8.9%)
- Viewing failure as an opportunity to learn (8.3%)
- Ability to handle stress (8.1%)
- Gaining clarity in my future career direction (6.9%)
- Developing and sustaining an active and healthy lifestyle (6.8%)
- Sensitivity to issues associated with gender equity (6.2%)
- Appreciating differences in sexual orientation (5.9%)

Average ratings for the importance of the 38 individual goals asked about range from a high of 3.9 to a low of 3.1 (on a 4-point scale). At least half of respondents rated all but one of the goals asked about as “very important,” and for only five goals do more than one percent of respondents say the goal is “not at all important.”

Goals most likely to be seen as “very important” by incoming freshmen are:

- Time management (91.4% “very important”)
- Working to my potential (88.0%)
- Ability to handle stress (85.7%)
- Taking responsibility for my own behavior (83.9%)
- Ability to work with people from diverse backgrounds (81.6%)
- Experiencing personal growth (81.2%)
- Working effectively as part of a team (81.2%)
- Ability to plan and carry out projects independently (80.7%)
- Listening attentively (79.5%)
- Gaining clarity in my future career direction (78.5%)
- Comprehending written and oral information (78.1%)
- Understanding issues and problems facing the world (77.1%)
- Speaking effectively (76.2%)
- Developing and sustaining an active and healthy lifestyle (75.8%)
- Consider all options when solving problem and thinking through implications of selecting one alternative (75.5%)
- Understanding and respecting diverse cultures, values, and perspectives (75.1%)

Goals most likely to be considered by incoming freshmen as “not at all important” to them currently are:

- Capacity to engage with/respond to creative works and evaluate significance (5.2% “not at all important”)
- Appreciating differences in sexual orientation (5.1%)
- Sensitivity to issues associated with gender equity (3.9%)
- Sensitivity to issues associated with racial equity (2.0%)
- Applying scientific methods of inquiry (1.1%)

General Education Goals

Overall, respondents reported that they were prepared in various general education areas prior to coming to campus as eighty percent or more said that their current level of development was “excellent” or “good” on nine of the 17 general education goals, and over 70 percent said their current level of development was “excellent” or “good” to 15 of the 17 goals. Incoming freshmen were most likely to say that their current level of development was “excellent” for *ability to plan and carry out projects independently* (42.2%), *listening attentively* (40.8%) and *using technologies appropriate to my discipline* (40.0%). While a majority of incoming freshmen rated their current level of development as “excellent” or “good” in all areas, respondents were most likely to think their current level of development was either “fair” or “poor” for *speaking effectively* (41.4%), *capacity to engage with/respond to artistic works and evaluate significance* (36.1%) and *writing effectively* (26.8%).

Table 9: Current Level of Development of General Education Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Listening attentively	3.3	40.8%	47.3%	10.8%	1.2%	2,990
Development: Using technologies appropriate to my discipline	3.3	40.0%	46.3%	12.7%	1.0%	2,974
Development: Ability to plan and carry out projects independently	3.3	42.2%	45.7%	11.3%	0.8%	2,975
Development: Comprehending written and oral information	3.2	30.9%	55.4%	12.7%	0.9%	2,992
Development: Gathering relevant information or evidence	3.2	31.2%	55.4%	12.7%	0.7%	2,969
Development: Using mathematical skills	3.1	37.7%	40.0%	17.8%	4.5%	2,996
Development: Identifying a problem/concept and articulating its components	3.1	30.6%	53.8%	14.8%	0.8%	2,963
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.1	30.7%	52.1%	16.1%	1.1%	2,966
Development: Questioning my assumptions and considering points of view that conflict with mine	3.1	30.9%	49.0%	18.9%	1.3%	2,949
Development: Consider all options when solving problem and thinking through implications of selecting one alternative	3.1	30.1%	52.2%	16.4%	1.2%	2,961
Development: Creating/distributing info and knowledge using multiple communication forms	3.0	26.5%	49.7%	21.1%	2.7%	2,971
Development: Solving real world problems in ways that demonstrate imagination/creativity	3.0	25.3%	50.3%	22.2%	2.2%	2,927
Development: Reflecting on my own work	3.0	26.3%	49.2%	22.0%	2.5%	2,956
Development: Writing effectively	2.9	18.6%	54.6%	23.8%	3.0%	2,991
Development: Applying scientific methods of inquiry	2.9	21.8%	50.7%	24.2%	3.3%	2,918
Development: Capacity to engage with/respond to artistic works and evaluate significance	2.8	26.9%	37.0%	25.6%	10.5%	2,918
Development: Speaking effectively	2.7	19.0%	39.6%	32.5%	8.9%	2,991

Students on the whole rated their importance of general education goals higher than that of their current level of development on them. Close to 90 percent or more of respondents rated all but one of the 17 general education goals as being “very important” or “moderately important” to themselves. Incoming freshmen were most likely to rate *ability to plan and carry out projects independently* (80.7%), *listening attentively* (79.5%), *comprehending written and oral information* (78.1%), *speaking effectively* (76.2%) and *consider all options when solving a problem and thinking through the implications of selecting one alternative* (75.5%) as being “very important.” Students were most likely to report that *capacity to engage with/respond to creative works and evaluate significance* (25.7%) and *applying scientific methods of inquiry* (10.6%) as “slightly” or “not at all important” to them.

Table 10: Importance of General Education Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Listening attentively	3.8	79.5%	19.1%	1.3%	0.1%	2,947
Importance: Comprehending written and oral information	3.8	78.1%	20.7%	1.1%	0.1%	2,950
Importance: Ability to plan and carry out projects independently	3.8	80.7%	18.2%	0.9%	0.2%	2,936
Importance: Speaking effectively	3.7	76.2%	21.5%	2.1%	0.2%	2,955
Importance: Using technologies appropriate to my discipline	3.7	72.8%	25.4%	1.6%	0.1%	2,941
Importance: Identifying a problem/concept and articulating its components	3.7	74.6%	23.9%	1.4%	0.1%	2,933
Importance: Gathering relevant information or evidence	3.7	73.4%	25.3%	1.2%	0.1%	2,929
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.7	73.8%	23.7%	2.3%	0.2%	2,924
Importance: Consider all options when solving problem and thinking through implications of selecting one alternative	3.7	75.5%	22.8%	1.5%	0.1%	2,918
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.7	70.4%	25.7%	3.7%	0.2%	2,919
Importance: Writing effectively	3.6	63.1%	32.7%	3.9%	0.4%	2,957
Importance: Using mathematical skills	3.6	68.4%	25.0%	6.0%	0.6%	2,940
Importance: Questioning my assumptions and considering points of view that conflict with mine	3.6	61.8%	33.7%	4.2%	0.3%	2,918
Importance: Reflecting on my own work	3.6	62.6%	33.0%	4.1%	0.3%	2,922
Importance: Creating/distributing info and knowledge using multiple communication forms	3.5	52.4%	41.0%	6.4%	0.3%	2,949
Importance: Applying scientific methods of inquiry	3.4	53.5%	35.9%	9.5%	1.1%	2,923
Importance: Capacity to engage with/respond to creative works and evaluate significance	3.1	40.0%	34.3%	20.5%	5.2%	2,897

Personal Development Goals

Regarding personal development goals, at least two-thirds of respondents gave a rating of “excellent” or “good” to 11 of the 13 goals asked about. Respondents were most likely to say that their current level of development was “excellent” for *taking responsibility for my own behavior* (49.5%), *working effectively as part of a team* (39.4%), *experiencing personal growth* (36.7%) and *recognizing and acting on ethical principles* (34.1%). Respondents were least likely to give a positive evaluation to their current level of development of *time management*, with just under half rating their current skills in this area as “fair” (32.4%) or “poor” (12.1%). In addition, one-third or more each rated their current *ability to handle stress* as “fair” (28.2%) or “poor” (8.1%) and their development in *viewing failure as an opportunity to learn* as “fair” (24.2%) or “poor” (8.3%).

Table 11: Current Level of Development of Personal Development Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Taking responsibility for my own behavior	3.4	49.5%	42.8%	7.1%	0.6%	2,884
Development: Working effectively as part of a team	3.3	39.4%	49.8%	10.1%	0.8%	2,894
Development: Recognizing and acting on ethical principles	3.2	34.1%	52.9%	12.0%	1.0%	2,873
Development: Experiencing personal growth	3.2	36.7%	49.4%	12.4%	1.5%	2,892
Development: Developing leadership skills	3.1	30.3%	47.5%	19.6%	2.5%	2,891
Development: Working to my potential	3.1	27.3%	55.4%	15.3%	2.0%	2,875
Development: Being involved in public and community affairs	2.9	25.7%	45.6%	23.6%	5.1%	2,881
Development: Developing and sustaining an active and healthy lifestyle	2.9	26.8%	41.9%	24.4%	6.8%	2,895
Development: Ability to reflect, review, self-regulate, and self-examine	2.9	23.3%	49.3%	24.6%	2.8%	2,883
Development: Viewing failure as an opportunity to learn	2.8	25.4%	42.2%	24.2%	8.3%	2,883
Development: Gaining clarity in my future career direction	2.8	22.3%	46.2%	24.6%	6.9%	2,838
Development: Ability to handle stress	2.7	19.0%	44.7%	28.2%	8.1%	2,883
Development: Time management	2.6	14.7%	40.8%	32.4%	12.1%	2,886

Over 95 percent of freshmen rated all but one of the 13 personal development goals as being “very” or “moderately important.” In particular, a large majority of students said that *time management* (91.4%), *working to my potential* (88.0%), *ability to handle stress* (85.7%), *taking responsibility for my own behavior* (83.9%), *working effectively as part of a team* (81.2%) and *experiencing personal growth* (81.2%) were “very important” to them. The only item which more than five percent of respondents indicated was “slightly” (6.6%) or “not at all important” (0.9%) to them was *being involved in public and community affairs*.

Table 12: Importance of Personal Development Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Time management	3.9	91.4%	8.1%	0.5%	0.0%	2,871
Importance: Working to my potential	3.9	88.0%	11.5%	0.5%	0.0%	2,875
Importance: Working effectively as part of a team	3.8	81.2%	17.6%	1.2%	0.1%	2,875
Importance: Experiencing personal growth	3.8	81.2%	17.5%	1.1%	0.1%	2,861
Importance: Ability to handle stress	3.8	85.7%	13.5%	0.8%	0.0%	2,875
Importance: Taking responsibility for my own behavior	3.8	83.9%	14.9%	1.1%	0.1%	2,867
Importance: Gaining clarity in my future career direction	3.8	78.5%	19.6%	1.7%	0.2%	2,850
Importance: Developing leadership skills	3.7	74.6%	22.9%	2.4%	0.1%	2,874
Importance: Developing and sustaining an active and healthy lifestyle	3.7	75.8%	22.0%	2.0%	0.1%	2,873
Importance: Ability to reflect, review, self-regulate, and self-examine	3.7	69.3%	28.3%	2.2%	0.1%	2,870
Importance: Viewing failure as an opportunity to learn	3.7	71.7%	25.9%	2.3%	0.1%	2,865
Importance: Recognizing and acting on ethical principles	3.6	66.4%	29.9%	3.3%	0.4%	2,871
Importance: Being involved in public and community affairs	3.5	56.1%	36.4%	6.6%	0.9%	2,868

World View Goals

At least three-fourths of respondents said their current level of development of each of eight goals related to their world view was either “excellent” or “good.” Respondents were most likely to say that their current level of development was “excellent” for their *ability to work with people from diverse backgrounds* (52.6%), *sensitivity to issues associated with racial equity* (39.2%) and *understanding and respecting diverse cultures, values, and perspectives* (38.9%). Respondents were most likely to rate their current level of development as “fair” or “poor” for *sensitivity to issues associated with gender equity* (24.7%), *understanding issues problems facing the world* (24.4%), and *appreciating differences in sexual orientation* (23.4%).

Table 13: Current Level of Development of World View Goals

	Mean	4: Excellent	3: Good	2: Fair	1: Poor	N
Development: Ability to work with people from diverse backgrounds	3.4	52.6%	39.9%	6.8%	0.6%	2,834
Development: Understanding and respecting diverse cultures, values, and perspectives	3.2	38.9%	46.9%	12.8%	1.4%	2,846
Development: Sensitivity to issues associated with racial equity	3.2	39.2%	47.5%	11.5%	1.8%	2,810
Development: Understanding the commonality of human problems globally	3.2	34.8%	47.7%	15.9%	1.6%	2,806
Development: Sensitivity to issues associated with gender equity	3.1	36.1%	39.2%	18.5%	6.2%	2,789
Development: Appreciating differences in sexual orientation	3.1	39.7%	36.9%	17.5%	5.9%	2,795
Development: Understanding the present as it relates to historical events	3.1	33.9%	48.6%	15.2%	2.4%	2,830
Development: Understanding issues and problems facing the world	3.0	23.8%	51.8%	21.6%	2.8%	2,850

Over 90 percent of students rated the importance of six of the eight listed world view goals as “very” or “moderately important.” A rating of “very important” was given by over 75 percent of respondents to *ability to work with people from diverse backgrounds* (81.6%), *understanding issues and problems facing the world* (77.1%) and *understanding and respecting diverse cultures, values, and perspectives* (75.1%). Respondents were most likely to say that *appreciating differences in sexual orientation* (15.2%) and *sensitivity to issues associated with gender equity* (11.9%) were either “slightly” or “not at all important” to them.

Table 14: Importance of World View Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Understanding issues and problems facing the world	3.8	77.1%	21.3%	1.3%	0.3%	2,839
Importance: Ability to work with people from diverse backgrounds	3.8	81.6%	16.6%	1.2%	0.5%	2,825
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.7	75.1%	21.7%	2.5%	0.7%	2,832
Importance: Sensitivity to issues associated with racial equity	3.6	68.8%	25.6%	3.6%	2.0%	2,822
Importance: Understanding the present as it relates to historical events	3.6	66.3%	29.2%	4.0%	0.5%	2,823
Importance: Understanding the commonality of human problems globally	3.6	68.5%	28.3%	2.6%	0.6%	2,799
Importance: Sensitivity to issues associated with gender equity	3.4	58.2%	30.0%	8.0%	3.9%	2,803
Importance: Appreciating differences in sexual orientation	3.3	55.3%	29.5%	10.1%	5.1%	2,803

Current Level of Development Compared to Importance

As previously mentioned, students were more likely to give a higher rating to the importance of a specific goal than to their current level of development of it. However, goals ranked relatively higher in development compared to other goals asked about also ranked relatively high in importance.

Table 15 and Figure 4 visually display a comparison between ratings of their perceived importance of a skill compared to respondents' assessment of their current development of it. Table 15 rank orders each goal based on the average rating for current level of development, then shows the rank order of the perceived importance of the goal. Figure 4 presents the same information using a scatterplot.

In Figure 4, data points towards the upper right of the plot area are goals that are rated relatively high in both development and importance – students have progressed well in these areas before starting college and also feel that they are particularly important. Of all the goals asked about, *ability to work with people from diverse backgrounds* (#33) and *taking responsibility for my own behavior* (#27) were most likely to be the highest in both development and importance.

Goals in the lower left part of the plot area had not only the lowest level of development but also lower levels of perceived importance among students. The *capacity to engage with and respond to artistic works* (#17) had lowest mean level of importance and also ranked very low in mean level of development. Other notable goals with relatively low ratings for both development and importance include *applying scientific methods of inquiry* (#7), *sensitivity to issues associated with gender equity* (#34) and *appreciating differences in sexual orientation* (#36).

There are a few notable exceptions to goals having similar rankings. Some goals have an average importance rating that is relatively high compared to other goals, but have an average current level of development that is relatively low. Goals in the upper left portion of the plot area are those which students felt were highly important, but rated their current level of development as being among the lowest all the goals asked about. The “gap” between ratings of importance and current level of development were largest for:

- Time management (1st in importance [average rating 3.9] vs 38th in development [average rating 2.6])
- Ability to handle stress (3rd [3.8] vs 36th [2.7])
- Gaining clarity in my future career direction (11th [3.8] vs 34th [2.8])
- Speaking effectively (15th [3.7] vs 37th [2.7])
- Working to my potential (2nd [3.7] vs 21st [2.8])

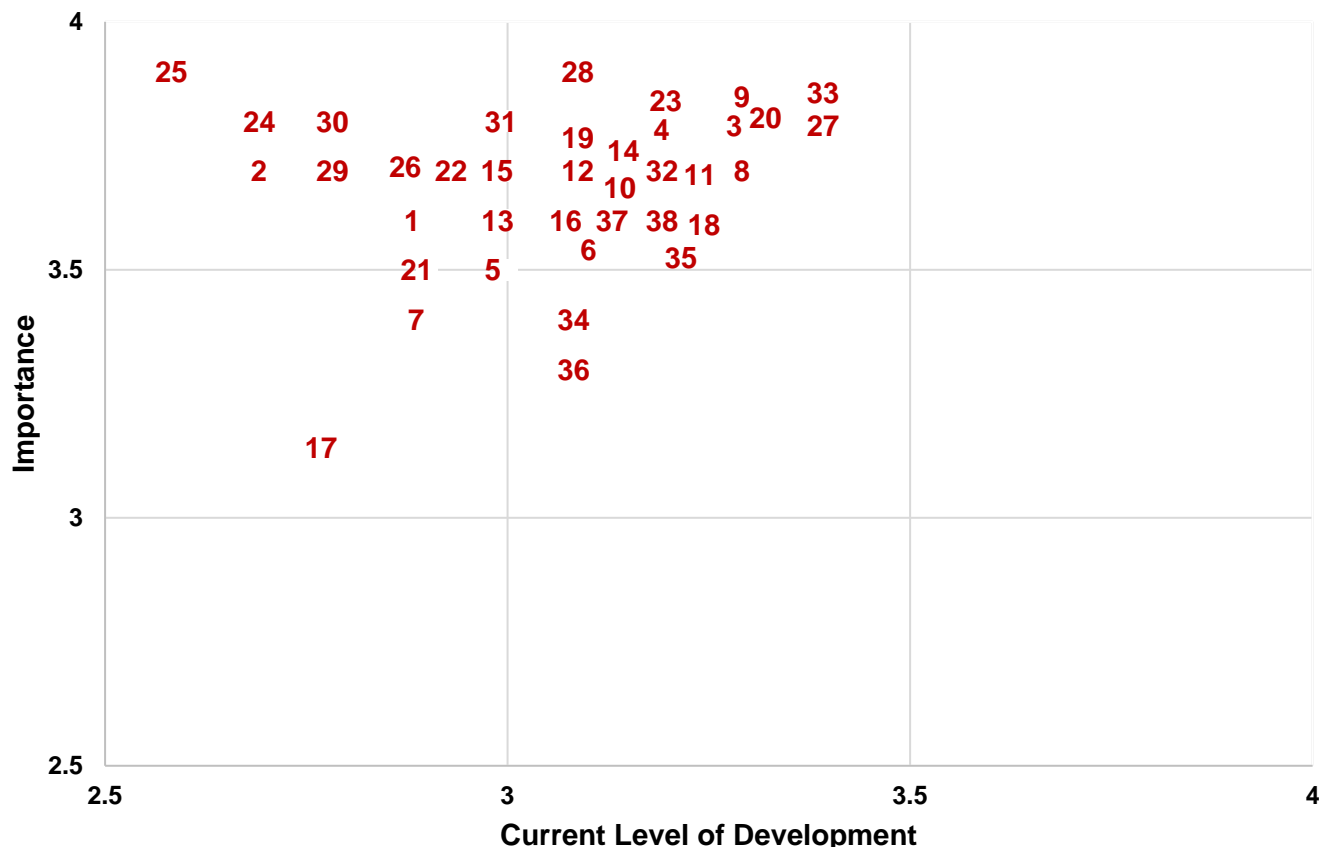
Conversely, some goals are rated as relatively less important than others, but incoming freshmen feel they were relatively better prepared on them. These include:

- Sensitivity to issues associated with racial equity (27th in importance [average rating 3.6] vs 7th in development [average rating 3.2])
- Appreciating differences in sexual orientation (37th [3.3] vs 19th [3.1])
- Recognizing and acting on ethical principles (26th [3.6] vs 10th [3.2])
- Using technologies appropriate to my discipline (21st [3.7] vs 6th [3.3])
- Understanding the present as it relates to historical events (28th [3.6] vs 15th [3.1])

Table 15: Relative Ranking of Current Level of Development and Importance of Goals

Goals	Current Level of Development		Importance	
	Rank	Mean	Rank	Mean
Ability to work with people from diverse backgrounds	1	3.4	8	3.8
Taking responsibility for my own behavior	2	3.4	4	3.8
Ability to plan and carry out projects independently	3	3.3	7	3.8
Working effectively as part of a team	4	3.3	6	3.8
Listening attentively	5	3.3	9	3.8
Using technologies appropriate to my discipline	6	3.3	21	3.7
Sensitivity to issues associated with racial equity	7	3.2	27	3.6
Understanding and respecting diverse cultures, values, and perspectives	8	3.2	19	3.7
Experiencing personal growth	9	3.2	5	3.8
Recognizing and acting on ethical principles	10	3.2	26	3.6
Gathering relevant information or evidence	11	3.2	18	3.7
Comprehending written and oral information	12	3.2	10	3.8
Understanding the commonality of human problems globally	13	3.2	25	3.6
Identifying a problem/concept and articulating its components	14	3.1	16	3.7
Understanding the present as it relates to historical events	15	3.1	28	3.6
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	16	3.1	20	3.7
Consider all options when solving problem and thinking through implications of selecting one alternative	17	3.1	13	3.7
Using mathematical skills	18	3.1	29	3.6
Appreciating differences in sexual orientation	19	3.1	37	3.3
Questioning my assumptions and considering points of view that conflict with mine	20	3.1	32	3.6
Working to my potential	21	3.1	2	3.9
Developing leadership skills	22	3.1	17	3.7
Sensitivity to issues associated with gender equity	23	3.1	35	3.4
Creating/distributing info and knowledge using multiple communication forms	24	3.0	34	3.5
Reflecting on my own work	25	3.0	31	3.6
Solving real world problems in ways that demonstrate imagination/creativity	26	3.0	24	3.7
Understanding issues and problems facing the world	27	3.0	12	3.8
Ability to reflect, review, self-regulate, and self-examine	28	2.9	23	3.7
Being involved in public and community affairs	29	2.9	33	3.5
Applying scientific methods of inquiry	30	2.9	36	3.4
Developing and sustaining an active and healthy lifestyle	31	2.9	14	3.7
Writing effectively	32	2.9	30	3.6
Viewing failure as an opportunity to learn	33	2.8	22	3.7
Gaining clarity in my future career direction	34	2.8	11	3.8
Capacity to engage with/respond to artistic works and evaluate significance	35	2.8	38	3.1
Ability to handle stress	36	2.7	3	3.8
Speaking effectively	37	2.7	15	3.7
Time management	38	2.6	1	3.9

Figure 4: Mean Development and Importance of NC State Goals



- | | | |
|---|--|--|
| 1) Writing effectively | 14) Considering all options when solving a problem or addressing an issue and thinking through the implications and consequences of selecting one alternative over another | 27) Taking responsibility for my own behavior |
| 2) Speaking effectively | 15) Solving real world problems in ways that demonstrate imagination and creativity | 28) Working to my potential |
| 3) Listening attentively | 16) Reflecting on my own work | 29) Viewing failure as an opportunity to learn |
| 4) Comprehending written and oral information | 17) The capacity to engage with and respond to artistic works | 30) Gaining clarity in my career direction |
| 5) Creating and distributing information and knowledge using multiple communication forms | 18) Recognizing and acting on ethical principles | 31) Understanding issues and problems facing the world |
| 6) Using mathematical skills | 19) Developing leadership skills | 32) Understanding and respecting diverse cultures, values, and perspectives |
| 7) Applying scientific methods of inquiry | 20) Working effectively as part of a team | 33) Ability to work with people from diverse backgrounds |
| 8) Using technology appropriately | 21) Being involved in public and community affairs | 34) Sensitivity to issues associated with gender equity |
| 9) Ability to plan and carry out projects independently | 22) Developing and sustaining an active and healthy lifestyle | 35) Sensitivity to issues associated with racial equity |
| 10) Identifying a problem or concept and articulating its various components | 23) Experiencing personal growth | 36) Appreciating differences in sexual orientation |
| 11) Gathering relevant information or evidence | 24) Ability to handle stress | 37) Understanding the present as it relates to historical events and processes |
| 12) Effectively analyzing and evaluating evidence, arguments, claims, and beliefs | 25) Time management | 38) Understanding the commonality of human problems through a global perspective |
| 13) Questioning my assumptions and considering points of view that conflict with my own | 26) Ability to reflect, review, self-regulate, and self-examine | |

Finances and Paying for College

This section of the report presents data on respondents' finances and their anticipated employment during their first year of college.

Sources of Education Funding (Table 16)

Incoming students were asked how much of their first year educational expenses would be covered from various sources. Almost half of respondents reported that "\$10,000 or more" of their first year educational expenses would come from *family resources* (48.3%). Twenty percent reported that "\$10,000 or more" of their expenses would come from *aid that does not need to be repaid*. About forty percent of students reported having loans that must be repaid of at least \$3,000 for their first year of school, with ten percent having \$10,000 or more in loans.

Students themselves were least likely to be covering college expenses with their own money, with almost two-thirds saying they themselves would be contributing "less than \$1,000" (35.5%) or "none" (29.3%) to their educational expenses; just two percent reported that they would be contributing "\$10,000 or more."

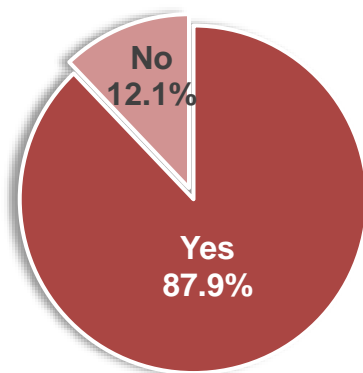
Table 16: Sources of Education Funding

	None	Less than \$1,000	\$1,000-\$2,999	\$3,000-\$5,999	\$6,000-\$9,999	\$10,000 or more	N
Family resources (parents, relatives, spouse, etc.)	9.0%	8.1%	10.4%	10.9%	13.2%	48.3%	2,990
My own resources (savings from work, other income)	29.3%	35.5%	23.1%	7.1%	3.0%	2.0%	2,944
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	33.0%	7.8%	15.1%	14.4%	9.3%	20.4%	2,954
Aid that must be repaid (loans, etc.)	48.4%	2.5%	7.8%	21.0%	9.8%	10.6%	2,934
Other than above	92.4%	3.2%	2.0%	1.1%	0.5%	0.8%	2,127

FAFSA Submitted (Figure 5)

When asked if they had submitted the Free Application for Federal Student Aid (FAFSA), 87.9 percent said that they had done so.

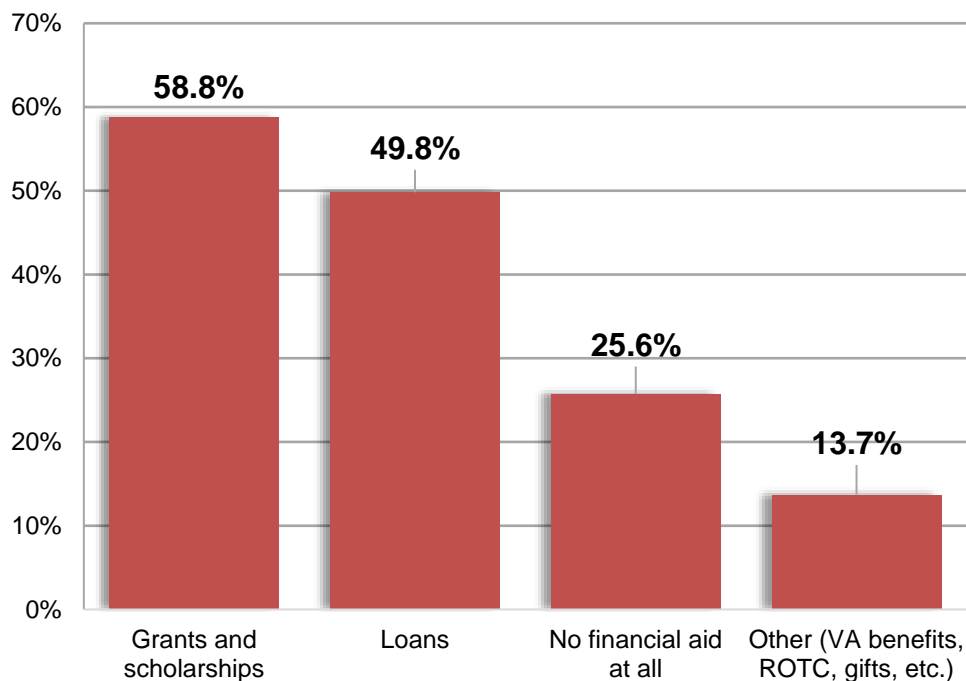
Figure 5: FAFSA Submitted (N=2,943)



Financial Aid Received (Figure 6)

Incoming students were asked to identify what types of financial aid that they had received. A majority of freshmen (58.8%) said that they were receiving grants and scholarships, and half (49.8%) said that they received loans. Fewer students reported that they either were receiving some other type of financial aid (13.7%). One-fourth of incoming students reported receiving no financial aid at all (25.6%).

Figure 6: Type of Financial Aid Received



Location of Student Employment (Figures 7-8)

More than half of incoming freshmen respondents reported that they would be employed during their first year of college (54.4%). Employed respondents were more likely to say that they would be working on campus only (60.5%) than off campus only (23.8%). However, 15.7 percent said they would be working both on and off campus.

Respondents who said that they would be working off campus were slightly more likely than those planning on working on campus to report working more than 20 hours per week (7.9% vs. 5.6%, respectively) or 1-10 hours per week (63.0% vs 57.3%, respectively). Respondents planning on working on campus were more likely than those who were going to be working off campus to say that they would be working 11-20 hours per week (37.1% vs 29.1%, respectively).

Figure 7: Work Location during First Year

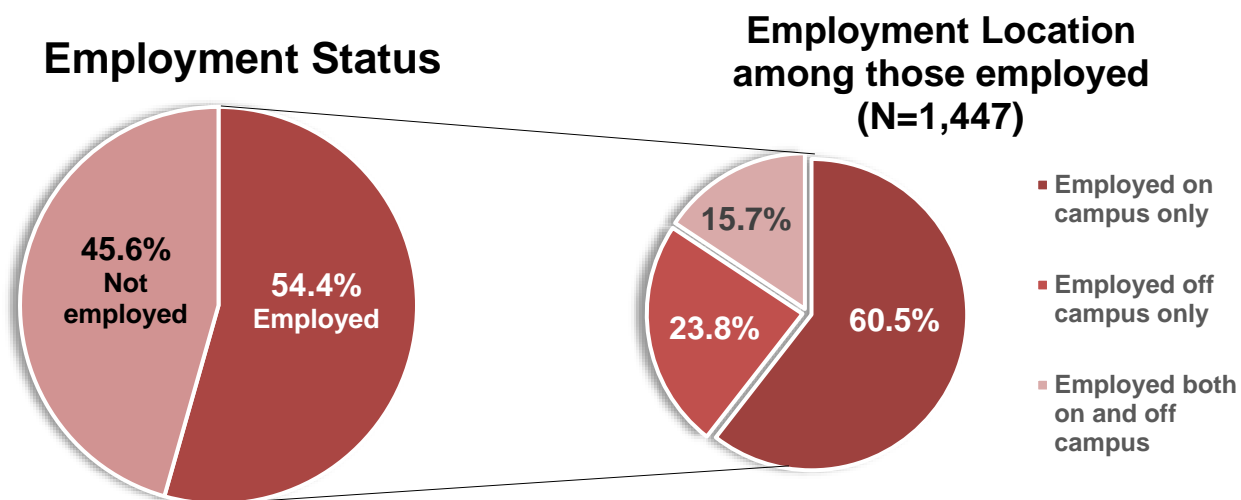
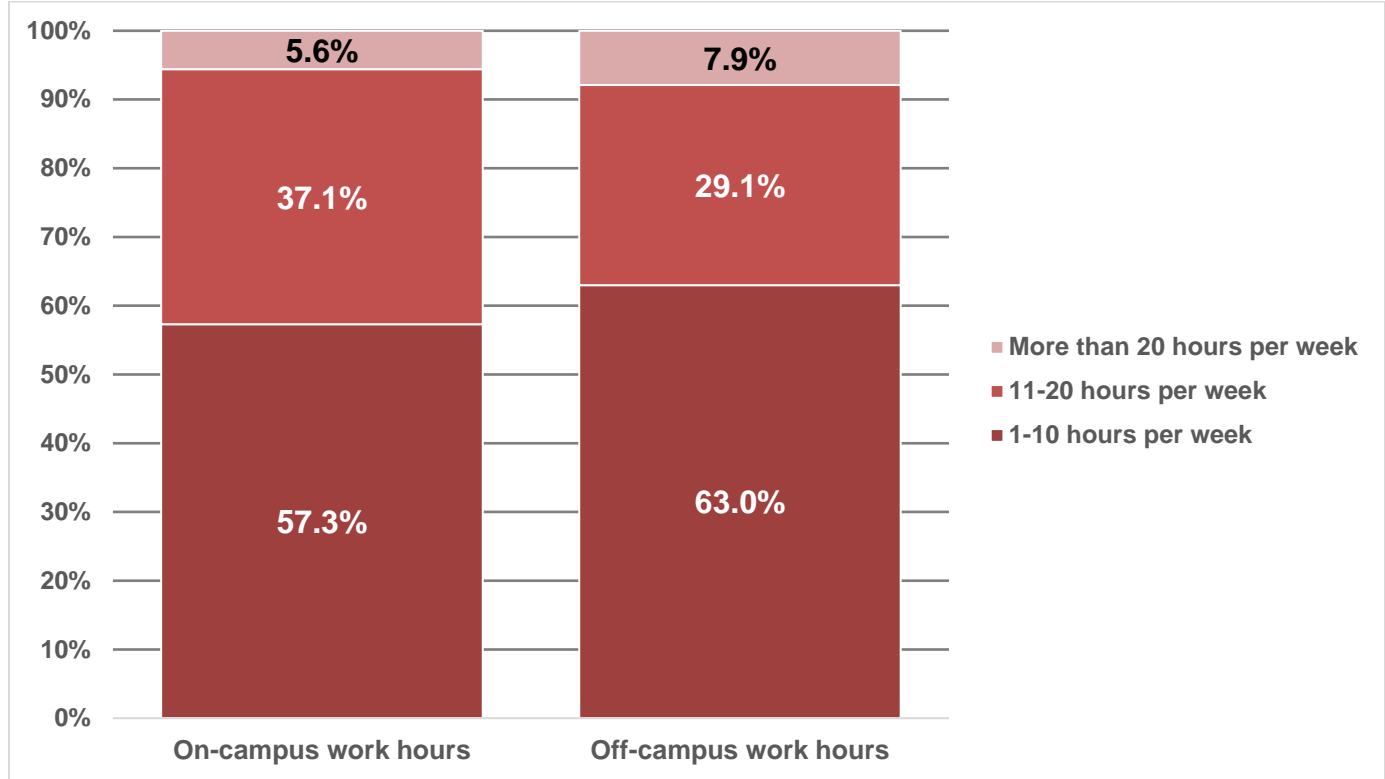


Figure 8: On-campus vs Off-campus Work Hours



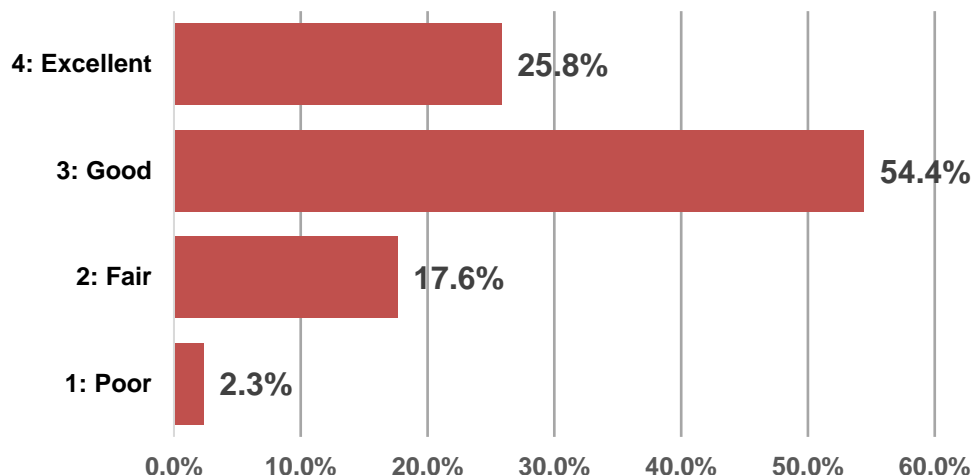
Satisfaction with NC State Services

This section of the report presents respondents' opinions on services they encountered after deciding to enroll at NC State, including academic services, financial aid and New Student Orientation.

Rating of NC State Academic Services Website (Figure 9)

When asked to evaluate the NC State Academic Services website, 80 percent of respondents gave an “excellent” (25.8%) or “good” (54.4%) rating.

Figure 9: Rating of NC State Academic Services Website (N=2,646)



Satisfaction with NC State Financial Aid Process (Table 17)

Respondents were asked to rate their satisfaction with the NC State financial aid process on a scale from 1 (“very dissatisfied”) to 4 (“very satisfied”). Overall, incoming students were satisfied, with 81.8 percent of respondents saying that they were either “very” (23.4%) or “moderately satisfied” (58.4%) with the financial aid process.

Table 17: Satisfaction with NC State Financial Aid Process

	%	N
4: Very satisfied	23.4%	601
3: Moderately satisfied	58.4%	1,499
2: Moderately dissatisfied	13.8%	355
1: Very dissatisfied	4.3%	111
Total	100.0%	2,566

New Student Orientation (Tables 18-21)

Incoming students were provided a series of questions that asked them to rate their experiences at, and in some cases before, New Student Orientation.

When incoming students in the College of Agriculture and Life Sciences, College of Design, College of Sciences and College of Textiles were asked about their interaction with their college/department prior to New Student Orientation, approximately 90 percent said that they either “strongly agree” or “agree” that the information/advice received from their college/department prior to Orientation helped them to plan their fall schedule, that they were satisfied with the attention they received prior to Orientation and that they were provided an opportunity to get academic questions answered.

Table 18: Rating of Experiences with College/Department Prior to Attending New Student Orientation*

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Info/advice from college/dept. prior to Orientation helped me plan schedule	3.3	38.3%	51.4%	8.3%	2.0%	817
I am satisfied with the attention received from college/dept. prior to Orientation	3.3	39.7%	50.6%	8.4%	1.3%	834
Communication with college/dept. prior to Orientation provided opportunity to get answers to my academic questions	3.2	35.3%	55.3%	8.4%	1.0%	818

*Only those in College of Agriculture and Life Sciences, College of Design, College of Sciences and College of Textiles were asked these questions

All incoming students were asked the same three questions about their interaction with their college/department during New Student Orientation, with similar results. Just over 90 percent expressed levels of agreement that they were satisfied with the attention they received (92.8%), that the information/advice they received helped them to plan their fall schedule (92.5%) and that Orientation provided an opportunity to get their academic questions answered (92.8%).

Table 19: Rating of Experiences with College/Department during New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am satisfied with the attention received from college/dept. during Orientation	3.4	43.5%	49.3%	6.0%	1.1%	2,742
Info/advice from college/dept. during Orientation helped me plan schedule	3.3	43.5%	49.0%	5.8%	1.7%	2,713
Time spent with college/dept. during Orientation provided opportunity to get answers to my academic questions	3.3	41.0%	51.8%	5.9%	1.3%	2,740

Large majorities of students agreed that various types of information provided to them during New Student Orientation were useful. Close to 100 percent of students agreed that the information they received on the *prohibition of sexual violence, relationship violence, and stalking*, and *resources available if I need help preventing or reporting sexual violence* was useful, with over 60 percent strongly agreeing. Incoming students were most likely to disagree that Orientation provided useful information about *how to navigate NC State's physical campus* (23.2% “disagree” and 4.1% “strongly disagree”) and *what to expect when living with a roommate on-campus or living off-campus* (20.9% “disagree” and 2.5% “strongly disagree”).

Table 20: Agreement with New Student Orientation Providing Useful Information

NSO provided useful information related to:	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Prohibition of sexual violence, relationship violence, and stalking	3.7	68.2%	30.8%	0.9%	0.1%	2,812
The resources available if I need help preventing or reporting sexual violence	3.6	61.5%	37.5%	0.9%	0.1%	2,802
Expectations for being a member of the NC State community	3.5	48.6%	48.7%	2.6%	0.1%	2,805
Policies that may impact your experience at NC State (i.e., Code of Student Conduct)	3.4	42.9%	51.7%	5.1%	0.4%	2,786
How to access academic support services available to all students	3.4	48.2%	48.2%	3.5%	0.1%	2,803
Resources available to you related to dining at NC State	3.2	33.5%	57.2%	8.3%	1.0%	2,793
What to expect when living with a roommate on-campus or living off-campus	3.0	24.5%	52.0%	20.9%	2.5%	2,759
How to navigate NC State's physical campus	2.9	18.6%	54.1%	23.2%	4.1%	2,797

For the most part, incoming students agreed that New Student Orientation had achieved the program's goals of helping prepare students to enter and be successful at NC State. Almost all of respondents said that they either “strongly agree” or “agree” that as a result of Orientation they are *excited to start my first semester at NC State* (97.8%), are able to *articulate the importance of civility and respect in an educational setting* (97.3%) and able to *identify how my behavior may impact my community* (97.3%). About 10 percent of respondents (10.5%) said that they either “disagree” (9.5%) or “strongly disagree” (1.0%) that as a result of their participation in Orientation that they *felt more comfortable having conversations with others around our differences*.

Table 21: Result of Participation in New Student Orientation

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
Result of NSO: I am excited to start my first semester at NC State	3.6	65.7%	32.1%	1.8%	0.5%	2,795
Result of NSO: I can articulate the importance of civility and respect in an educational setting	3.5	48.3%	49.0%	2.5%	0.2%	2,798
Result of NSO: I can identify how my behavior may impact my community	3.5	49.2%	48.1%	2.5%	0.3%	2,792
Result of NSO: I feel better prepared to start my first semester at NC State	3.5	52.0%	43.1%	4.1%	0.8%	2,793
Result of NSO: I can identify opportunities to engage with people different from myself	3.4	45.0%	50.6%	4.0%	0.4%	2,794
Result of NSO: I feel more comfortable having conversations with others around our differences	3.3	39.4%	50.1%	9.5%	1.0%	2,777

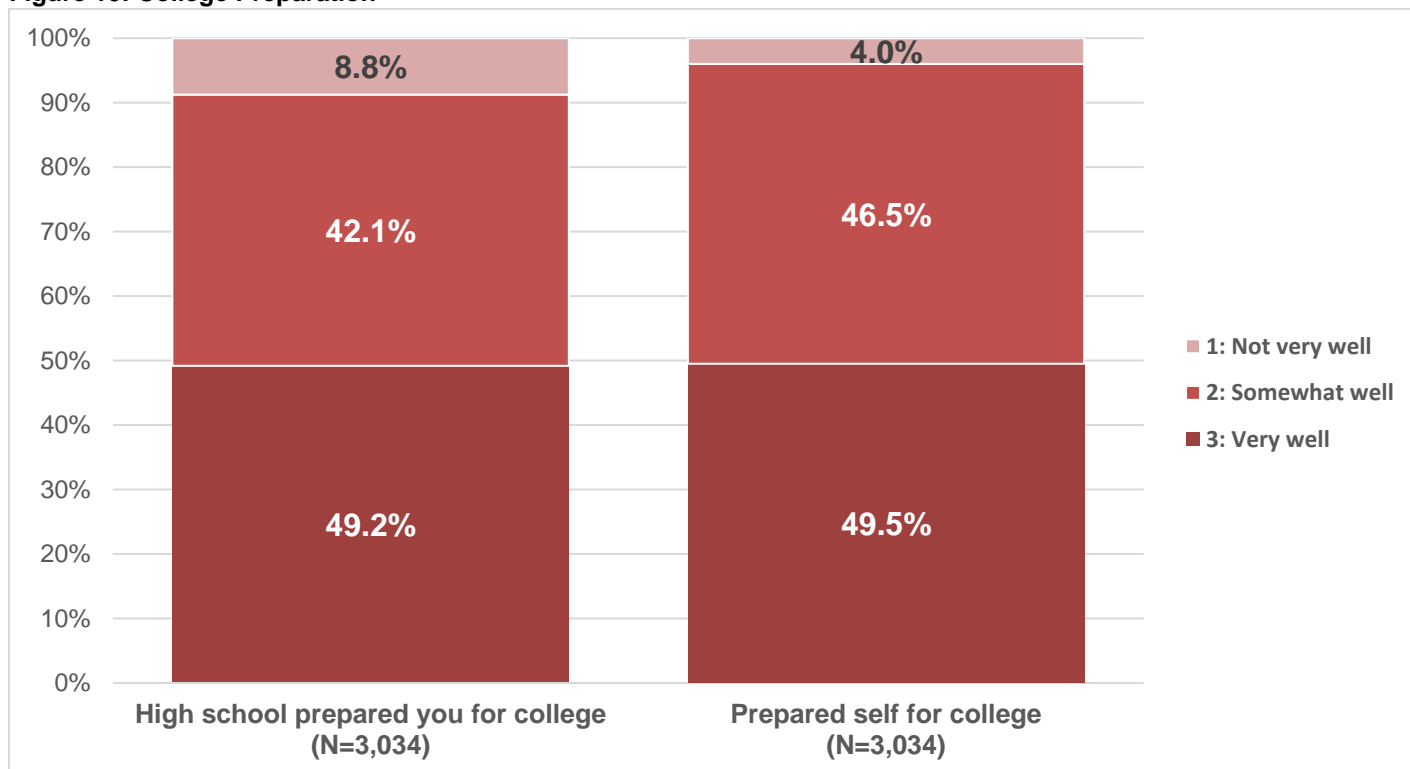
Demographic and Family Background Characteristics

This section of the report presents demographic and family background data reported by respondents in the survey.

College Preparation (Figure 10)

Nearly half of respondents reported that they were “very well” prepared for college either on their own (49.5%) or by their high school (49.2%). However, respondents were twice as likely to report that they were “not very well” prepared for college by their high school as compared with their personal preparation (8.8% vs 4.0%).

Figure 10: College Preparation



Hometown Geographic Area (Table 22)

Incoming students were asked to describe the size of their home community. A majority of respondents (63.5%) reported having come from a “moderate sized” or larger city, with 32.1 percent reporting that they came from a “moderate size city,” 11.4 percent from a “large city” and 20.0 percent from an “urban area.” About one-fourth reported coming from a “small town” (24.8%), while 11.7 percent said that they were from a rural area.

Table 22: Hometown Geographic Area

	%	N
Urban area	20.0%	542
Large city	11.4%	309
Moderate size city	32.1%	868
Small town	24.8%	670
Rural area	11.7%	318
Total	100.0%	2,707

First Generation College Student (Table 23)

The large majority of incoming students had at least one of their parents/guardians earn a college degree (85.3%). However, about 15 percent of respondents are a first generation college student. Nine percent report that no parent/guardian of theirs had attended college (8.9%), while another six percent say a parent/guardian had attended college but never earned a degree (5.8%).

Table 23: First Generation College Students

	%	N
First generation college student, no parent/guardian with any college experience	8.9%	269
First gen, at least one parent some college/no degree	5.8%	177
Not first generation	85.3%	2,583
Total	100.0%	2,749

Parents'/Guardians' Financial Support (Table 24; Figures 11-12)

Incoming freshmen were asked a series of questions pertaining to their family's finances and the financial support they received from their parents. Respondents were asked to identify the range in which their family's pre-tax income falls, and to report on their parents'/guardians' household dependents.

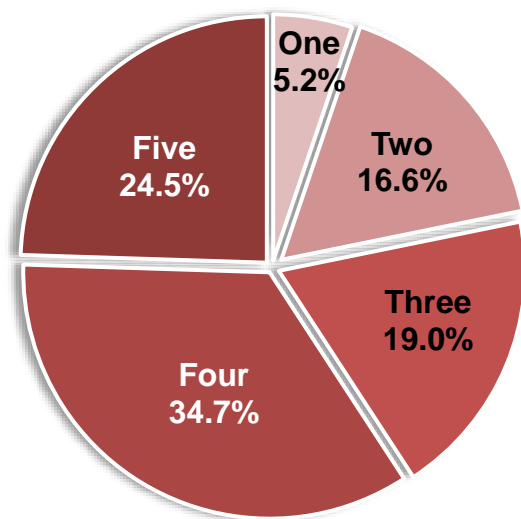
Respondents were given seven income brackets ranging from "\$30,000 or less" to "more than \$200,000" per year and asked to indicate which bracket best described their parents' or guardians' combined 2016 pre-tax income. Just over half of respondents (51.9%) reported that their family income was over \$100,000, with 27.5 percent reporting that it was over \$150,000, and 15.6 percent reporting it was over \$200,000. About 20 percent of incoming students responded that their family income was \$50,000 or below (18.7%), with 7.9 percent saying it was "\$30,000 or less."

Table 24: Parents'/Guardians' Combined Pre-Tax Income

	%	N
\$30,000 or less	7.9%	144
\$30,001-\$50,000	10.8%	195
\$50,001-\$75,000	12.4%	224
\$75,001-\$100,000	17.1%	309
\$100,001-\$150,000	24.4%	443
\$150,001-\$200,000	11.9%	215
More than \$200,000	15.6%	282
Total	100.0%	1,812

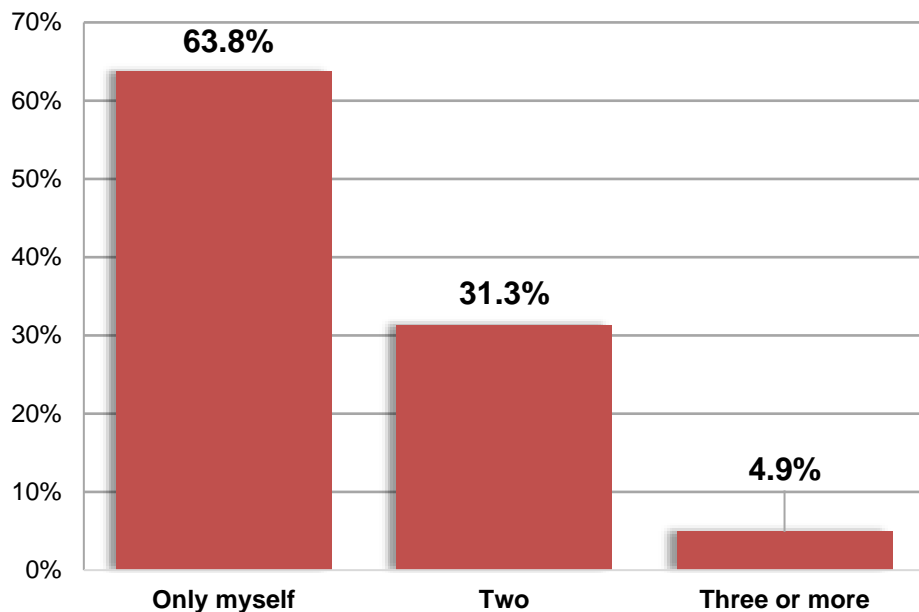
More than 80 percent of respondents (81.8%) indicated that they came from a household with three or more members financially supported by their parents/guardians, including themselves. However, 16.6 percent reported that only two people in their household were financially supported by their parents/guardians, and 5.2 percent said they were their parents/guardians only dependent.

Figure 11: Number of People Financially Supported by Parents'/Guardians' (N=2,675)



When asked about the number of their parents'/guardians' dependents enrolled in college, just under two-thirds said that they were the only dependent in the household enrolled in college (63.8%).

Figure 12: Parents'/Guardians' Dependents Enrolled in College (N=2,673)



In Their Own Words: Anticipating Life at NC State

Incoming first year students were asked to describe in their own words what they were most excited about in coming to NC State, as well as any concerns they had. Responses were categorized in to a variety of topics, as reported below.

What Students are Excited About (Table 25)

Table 25 outlines the different topics into which student comments regarding what they are most excited about in coming to NC State were categorized. Students were most likely to mention being most excited about things related to their social life (18.0%) or learning (13.8%). Other topics that made up at least five percent of all response codes included: the intellectual environment (11.5%), adapting to NC State (10.1%), campus life (8.9%), independence (8.9%) and opportunities (6.2%).

Table 25: What Students are Excited About (N category codes = 3,546*)

	N	%
Social Life	639	18.0%
Learning	489	13.8%
Intellectual Environment	408	11.5%
Adapting to NC State	359	10.1%
Campus Life	317	8.9%
Independence	316	8.9%
Opportunities	220	6.2%
Career Planning	173	4.9%
Diversity	116	3.3%
Academic Performance	110	3.1%
Instruction	104	2.9%
Cocurricular Activities	56	1.6%
Spirit and Pride	43	1.2%
Racial/Ethnic Issues	41	1.2%
Housing	29	0.8%
Transportation	18	0.5%
Time Management	15	0.4%
Health	12	0.3%
Registration	12	0.3%
Other	69	2.1%

*Some student responses were included in more than one category. "N category codes = 3,546" represents the total number of codes assigned to all student responses to this open-ended question.

Selected examples of student responses to what they are most excited about in coming to NC State include:

Social Life

- “Meeting new people, starting a new chapter in my life.”
- “I’m excited to explore campus, make new friends, and enjoy free time to explore hobbies & recreational activities.”
- “The diversity and the sense of belonging. I am excited to make a solid friend group that I can always fall to in times of need.”

Learning

- “Learning about things that genuinely interest me and expanding my knowledge to things I’ve never had the opportunity to learn before.”
- “I am excited about pursuing my academic goals and making progress towards my degree.”
- “I’m most excited about making the most out of my education and utilizing all of the resources that NC State has to offer.”

Campus Life

- “I am most excited for the independence that comes with college, and for the chance to pursue my own interests by joining clubs and organizations that reflect my personality.”
- “I most excited about experiencing football games and the culture of NC State.”
- “I am excited to meet new people and try new things. I’m especially excited to participate in sports that I love through intramurals.”

Career Planning

- “The opportunity to utilize the massive amount of resources made available to me through the university to further my education and master skills that will allow me to be successful in my career.”
- “Being able to study the things I’m most interested in and starting on my career path.”
- “I am excited to gain more experience and education in my career field of choice.”

Diversity

- “I am most excited about living in a new city that is filled with diverse people from all around North Carolina and the country.”
- “The diversity not only in people but also in majors and career paths.”
- “I am very excited about the diverse community that NC State provides. I am so excited about the people.”

Spirit and Pride

- “Being a part of a community where there is an abundance of school spirit.”
- “The sense of tradition that is combined with the diversity on campus. I feel it is important that these things go hand in hand.”
- “The traditions and inviting, welcoming community that makes you feel at home.”

What Students are Concerned About (Table 26)

Table 26 outlines the different topics into which student comments regarding what they are most concerned about in coming to NC State were categorized. Students were most likely to mention being most concerned about things related to their academic performance (18.7%) and adapting to NC State (18.1%). Other topic areas in which incoming students expressed concerns about starting their first semester of college at NC State include those related to social life (13.7%), time management (9.3%), independence (9.0%) and health (5.3%).

Table 26: What Students are Concerned About (N category codes = 3,029*)

	N	%
Academic Performance	567	18.7%
Adapting to NC State	549	18.1%
Social Life	415	13.7%
Time Management	282	9.3%
Independence	272	9.0%
Health	161	5.3%
Housing	98	3.2%
Instruction	93	3.1%
Campus Life	85	2.8%
Learning	85	2.8%
Finances	58	2.3%
Intellectual Environment	56	1.8%
Safety	54	1.8%
Registration	52	1.7%
Transportation	47	1.6%
Career Planning	29	1.0%
Racial/Ethnic Issues	18	0.6%
Opportunities	13	0.4%
Other	95	2.8%

*Some student responses were included in more than one category. "N category codes = 3,029" represents the total number of codes assigned to all student responses to this open-ended question.

Selected examples of student responses to what they are most concerned about in coming to NC State include:

Academic Performance

- "The difficulty of my classes and not being able to keep a high GPA."
- "Not being able to adapt quickly to a more rigorous academic setting."
- "I'm extremely nervous about not doing well in my classes and them being too hard for me."

Adapting to NC State

- “I am nervous about finding my classes and getting my schedule to fall in to place.”
- “I am most concerned about getting adjusted to living on my own, but I believe NCSU is a welcoming campus that will make it easier for me to adjust.”
- “I am slightly nervous about the educational transition into college, because I don’t know what to expect. Everyone says it’s going to be different from high school, but HOW different? I’m sure I will become acclimated once I start classes, but right now, I’m a little nervous for the unknown.”

Time Management

- “I am most nervous about the work load and managing my time effectively.”
- “I am nervous about the difficulty of college level courses and balancing my personal schedule. This includes allowing more time for studying and trying to maintain a mentally and physically healthy lifestyle.”
- “I am most nervous about my time management on campus- getting to class on time, having time to do assignments, balancing extracurriculars with academics and possibly a job.”

Independence

- “I am most concerned about living on my own.”
- “I am most nervous about being away from home. This will be my first time being away from home for a good amount of time, but I believe I will be able to manage it.”
- “Living independently. It will be a huge adjustment as I’ve always lived in a home where parental influence and guidance was strong and even stifling at times.”

Housing

- “I am most nervous about not getting along with my roommate or suitemates.”
- “I am most nervous about not having any form of privacy with the close living arrangements.”
- “I am nervous about living with someone I have never met.”

Finances

- “How my parents will support me financially and whether I will be able to get my degree in 4 years.”
- “Maintaining a high GPA to keep my grants and scholarships.”
- “I am most nervous about being able to pay for my tuition and time at NC State.”