**NC STATE UNIVERSITY**

# 2018 Incoming Freshmen Survey: Overall Results

## Introduction
This overview report presents findings from all incoming freshmen students participating in the 2018 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, satisfaction with NC State services, and demographics. For information about the survey methods and analyses, as well as a copy of the survey instrument with exact wording, see "2018 Incoming Freshmen Survey: Introduction, Methods, and Student Demographic Profile."

A total of 4,845 incoming freshmen were eligible to complete the 2018 Incoming Freshmen Survey and have their responses included in final analyses, and 2,884 eligible students participated in the survey for a response rate of 59.3%.

## 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)

Incoming freshmen were asked how many colleges/universities they applied to, including NC State. Over forty-five percent (46.2%) reported that they had applied to five or more colleges/universities, including NC State, while 21.2 percent reported that they applied to four colleges/universities. Fewer than five percent of respondents reported that NC State was the only school to which they applied (4.5%).

**Figure 1: Number of Colleges/Universities Applied To, Including NC State (N=2,882)**
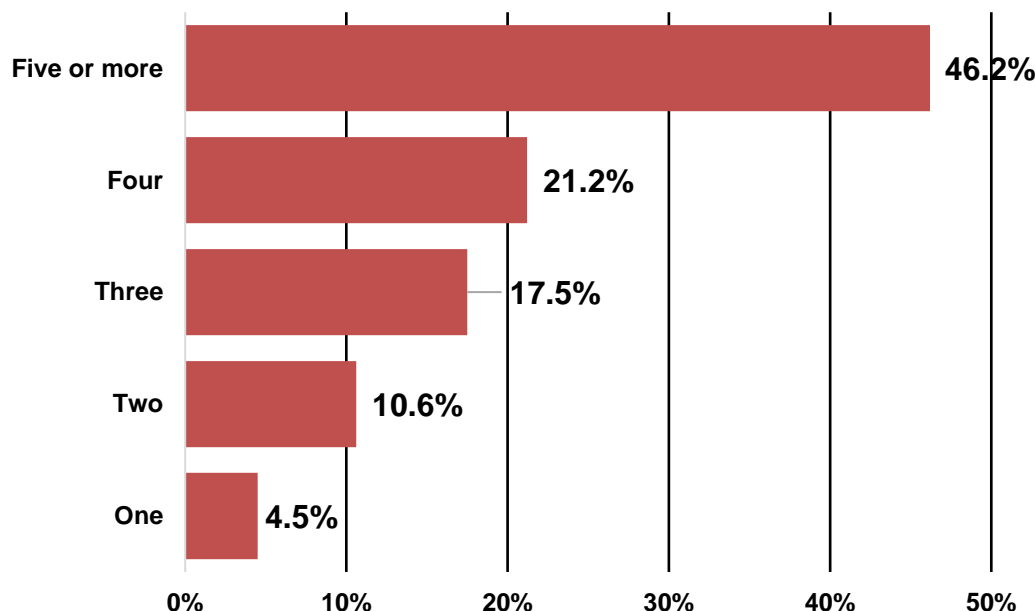
NC State First Choice College to Attend (Table 1)

Over 60 percent of incoming freshmen said that NC State was their top choice university to attend (63.4%), with 3.7 percent saying that NC State was their "only choice." However, almost one-in-ten enrolled freshmen participating in the survey said that NC State was their third choice or below of colleges to attend.

The College of Design and the College of Agriculture and Life Sciences saw the highest percentage of students reporting that NC State was their top choice university to attend, with 80 percent saying it was their "only" or "first choice." Almost 80 percent of students in the Wilson College of Textiles (78.1%) also said that NC State was their "only" or "first choice" university to attend.

Students in the College of Sciences and in the College of Humanities and Social Sciences had the lowest reported rates of NC State being their top choice university, at 55.1 percent and 51.7 percent, respectively. Students entering the College of Engineering and the College of Sciences were the most likely to report that NC State was their third choice or below of universities to attend (12.5% and 12.0%, respectively).

**Table 1: NC State First Choice College to Attend**

| College/School | Was NC State first choice of colleges to attend | | | | 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 | 8.8% | 71.4% | 14.9% | 4.9% | 308 |
| Design | . | 80.3% | 16.4% | 3.3% | 61 |
| CED | 3.0% | 68.2% | 25.8% | 3.0% | 66 |
| COE | 2.7% | 58.6% | 26.2% | 12.5% | 823 |
| CNR | 2.3% | 64.7% | 27.8% | 5.3% | 133 |
| HSS | 2.3% | 49.4% | 38.5% | 9.7% | 257 |
| COS | 3.0% | 52.1% | 32.9% | 12.0% | 434 |
| Textiles | 3.4% | 74.7% | 17.2% | 4.6% | 87 |
| PCOM | 3.3% | 56.8% | 34.3% | 5.6% | 213 |
| University College | 4.7% | 59.8% | 26.9% | 8.6% | 443 |
| Total | 3.7% | 59.7% | 27.4% | 9.2% | 2,825 |

## Factors That Influenced Decision to Attend NC State (Tables 2-4)

Incoming students were asked to identify what the single most influential factor in their decision to attend NC State was, as well as the extent to which each of the various potential factors listed influenced their decision. "Academic reputation" (23.4%) was most likely to be reported as being the *single most influential factor* followed by "availability of program" (17.7%), "level of support for my intended major" (12.1%), and "future career opportunities" (10.2%). "Cost" (8.2%), and "location" (5.9%) 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 factors asked about as being the most influential.

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

|  | % | N |
|---|---|---|
| Academic reputation | 23.4% | 660 |
| Availability of program | 17.7% | 501 |
| Level of support for my intended major | 12.1% | 341 |
| Future career opportunities | 10.2% | 288 |
| Cost | 8.0% | 227 |
| Location | 5.9% | 167 |
| Campus visit/recruitment event(s) | 3.1% | 88 |
| Facilities and resources available | 2.7% | 76 |
| Recommended by a friend, family member, teacher, counselor, etc. | 2.5% | 72 |
| Financial aid available | 2.4% | 68 |
| Scholarships available | 2.1% | 60 |
| Acceptance into the First Year College (University College-Exploratory Studies) | 2.1% | 59 |
| Contact with a current student | 1.1% | 32 |
| NC State's commitment to diversity | 1.0% | 29 |
| Extracurricular opportunities | 1.0% | 27 |
| Size | 0.6% | 16 |
| Contact with a graduate | 0.6% | 17 |
| Commitment to the environment and sustainability | 0.5% | 14 |
| Number of hours transferred/credited | 0.3% | 9 |
| Contact with a faculty or staff member | 0.3% | 9 |
| Library spaces and services | 0.3% | 8 |
| Communications from the NC State Admissions Office | 0.1% | 2 |
| Attendance at a College Fair or high school visit | 0.1% | 3 |
| University Recreation programs | 0.1% | 2 |
| Communications from NC State, excluding from the Admissions Office | 0.0% | 1 |
| Other | 1.7% | 49 |
| Total | 100.0% | 2,825 |

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. Incoming freshmen were most likely to say that *academic reputation* was influential on their decision to attend NC State, as 90 percent of reported that it had either a "very strong" (46.4%) or "strong influence" (43.7%) on their decision. A sizable number of incoming students also indicated that *future career opportunities* (88.9%) and *availability of program* (86.7%) had a "very strong" or "strong influence" on their decision to attend NC State.

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 41 percent of respondents reported that *facilities and resources available* had a "very strong influence" on their decision to attend NC State, and 40.2 percent reported *level of support for my intended major* as having a "very strong influence."

Among the factors least likely to be influential in students' decisions to attend NC State are *number of hours transferred/credited*; *contact with a faculty or staff member*; *communications from NC State (excluding from the Admissions Office);* and *attendance at a College Fair or high school visit*. Forty-five percent of respondents rated of *number of hours transferred/credited* and *contact with a faculty or staff member* as having a "weak" or "very weak influence" on their decision to attend NC State. Just over 40 percent of respondents indicated that *communications from NC State (excluding from the Admissions Office)* (26.6% "weak" and 17.0% "very weak influence"), *attendance at a College Fair or high school visit* (24.9% "weak" and 18.4% "very weak influence"), and *communications from the NC State Admissions Office* (24.6% "weak" and 15.9% "very weak influence) had little or no influence on their decision to attend NC State.

Nearly 70 percent reported that their acceptance into University College had a positive influence on their decision to attend NC State. However, all respondents were given the opportunity to respond about the influence of University College on them, even if they were not enrolling in University College. Table 4 outlines responses to the question asking about the influence of University College on their decision to attend NC State just of those students who are actually enrolled in University College. Over 90 percent of those enrolled in University College said that their acceptance to University College had a positive influence on their decision to attend NC State, with 40.8 percent saying it had a "very strong influence," 30.3 percent saying it had a "strong influence," and 19.3 percent saying it had a "moderate influence."

**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 | 4.4 | 46.4% | 43.7% | 9.3% | 0.5% | 0.1% | 2,877 |
| Availability of program | 4.4 | 57.2% | 29.5% | 10.9% | 1.6% | 0.8% | 2,871 |
| Future career opportunities | 4.4 | 55.5% | 33.4% | 9.4% | 1.1% | 0.5% | 2,811 |
| Facilities and resources available | 4.2 | 41.1% | 41.1% | 15.3% | 1.9% | 0.7% | 2,847 |
| Level of support for my intended major | 4.1 | 40.2% | 34.6% | 19.6% | 3.9% | 1.7% | 2,801 |
| Location | 3.9 | 31.2% | 35.6% | 24.2% | 6.3% | 2.7% | 2,857 |
| Library spaces and services | 3.8 | 27.4% | 35.8% | 26.8% | 6.9% | 3.2% | 2,788 |
| Recommended by a friend, family member, teacher, counselor, etc. | 3.6 | 23.5% | 30.3% | 30.8% | 9.7% | 5.7% | 2,661 |
| Extracurricular opportunities | 3.6 | 20.0% | 34.6% | 32.1% | 9.9% | 3.4% | 2,760 |
| Cost | 3.5 | 23.2% | 26.9% | 34.5% | 11.2% | 4.2% | 2,829 |
| Campus visit/recruitment event(s) | 3.5 | 22.1% | 31.9% | 28.4% | 11.5% | 6.1% | 2,602 |
| Size | 3.3 | 14.7% | 27.7% | 36.5% | 14.5% | 6.6% | 2,801 |
| Acceptance into University College – Exploratory Studies | 3.3 | 23.2% | 22.0% | 24.9% | 17.5% | 12.3% | 1,288 |
| University Recreation facilities and programs | 3.3 | 14.4% | 27.6% | 36.3% | 14.1% | 7.5% | 2,666 |
| Contact with a current student | 3.2 | 16.7% | 26.1% | 31.5% | 15.7% | 10.1% | 2,248 |
| NC State's commitment to the environment and sustainability | 3.2 | 16.5% | 24.2% | 33.9% | 16.4% | 9.0% | 2,708 |
| NC State commitment to diversity | 3.1 | 13.8% | 22.9% | 33.4% | 17.4% | 12.5% | 2,771 |
| Financial aid available | 3.1 | 18.5% | 18.3% | 28.3% | 21.7% | 13.3% | 2,552 |
| Scholarships available | 3.0 | 15.4% | 18.1% | 33.5% | 21.5% | 11.4% | 2,629 |
| Contact with a graduate | 3.0 | 13.7% | 21.0% | 29.4% | 21.9% | 14.1% | 1,792 |
| Attendance at a College Fair or high school visit | 2.8 | 9.6% | 18.1% | 29.1% | 24.9% | 18.4% | 1,874 |
| Number of hours transferred/credited | 2.7 | 9.0% | 12.9% | 32.4% | 28.3% | 17.4% | 2,355 |
| Contact with a faculty or staff member | 2.7 | 9.1% | 15.1% | 30.8% | 27.0% | 17.9% | 1,771 |
| Communications from the NC State Admissions Office | 2.7 | 5.0% | 15.7% | 38.7% | 24.6% | 15.9% | 2,442 |
| Communications from NC State, excluding from the Admissions Office | 2.7 | 6.8% | 15.0% | 34.6% | 26.6% | 17.0% | 2,219 |
| Other (please specify) | 4.4 | 65.6% | 19.3% | 10.0% | 2.6% | 2.6% | 270 |

**Table 4: Influence of University College on Decision to Attend***

|  | % | N |
|---|---|---|
| 5: Very strong influence | 40.8% | 178 |
| 4: Strong influence | 30.3% | 132 |
| 3: Moderate influence | 19.3% | 84 |
| 2: Weak influence | 5.3% | 23 |
| 1: Very weak influence | 4.4% | 19 |
| Total | 100.0% | 436 |

*Only among students enrolled in University College at the beginning of the Fall 2018 semester.

A relatively small number of respondents identified their own "other" factors not included on the list provided which may have influenced their decision to attend NC State. Some examples of *other* factors that students identified include: "community and family-like environment," "welcoming environment," "opportunities for research," "school spirit," "athletics," and "college atmosphere and life."

Satisfaction with NC State Admissions Process (Table 5)

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 saying they were either "very" (54.4%) or "moderately satisfied (41.8%) with the NC State admissions process.

**Table 5: Satisfaction with NC State Admissions Process**

|  | % | N |
|---|---|---|
| 4: Very satisfied | 54.4% | 1,531 |
| 3: Moderately satisfied | 41.8% | 1,176 |
| 2: Moderately dissatisfied | 3.3% | 92 |
| 1: Very dissatisfied | 0.6% | 17 |
| Total | 100.0% | 2,816 |

Contact with NC State Representative after Applying for Admission (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 (60.1%) said they received a *communication 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* (20.8%), *an NC State faculty or staff member* (13.0%), or from *a graduate of NC State* (5.5%).

**Figure 2: Contact with NC State Representative after Applying for Admission**
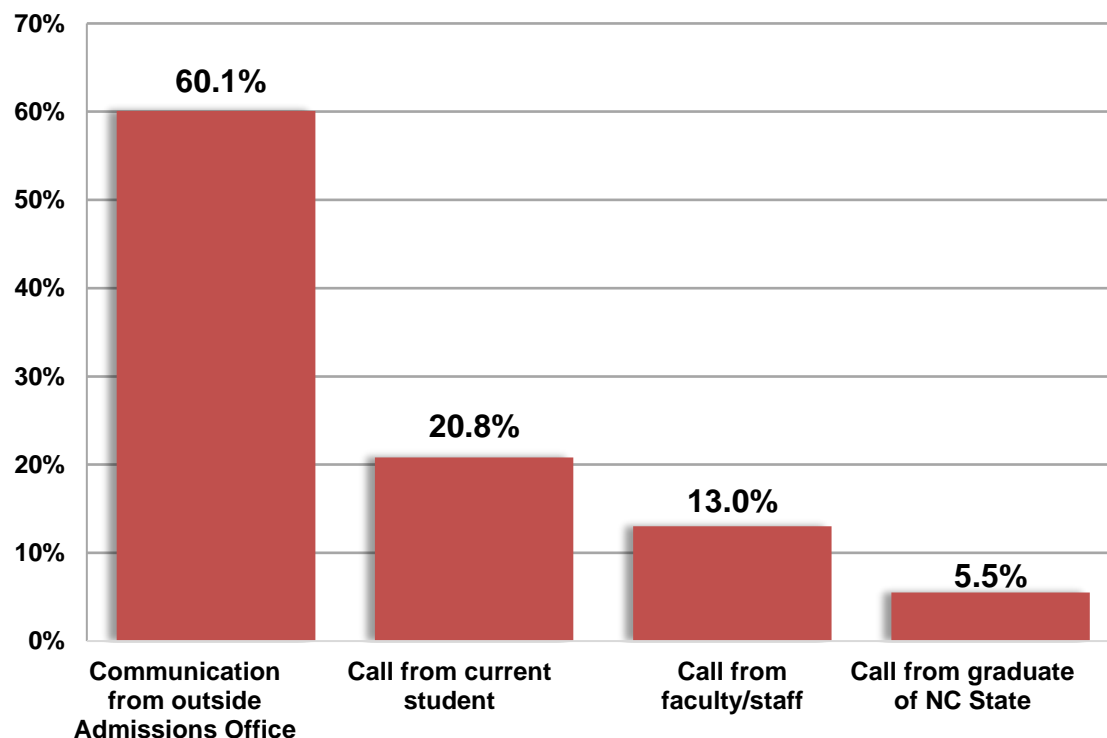


## Goals

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 6)

Students were asked their primary goal or objective for attending NC State. Half of respondents said their primary goal/objective was to earn a "bachelor's degree for graduate school preparation" (50.1%), and just under half said it was to earn a "bachelor's degree or certificate in preparation for career" (45.6%). The remaining respondents reported that their primary goal/objective was to either "improve knowledge/skills for current profession" (2.5%), earn a "bachelor's degree for career change" (0.5%), take "courses for personal interest" (0.5%) or for "other" reasons (0.8%).

**Table 6: Primary Goal/Objective for Attending NC State**

|  | % | N |
|---|---|---|
| Bachelor's degree for grad school preparation | 50.1% | 1,400 |
| Bachelor's degree or certificate in preparation for career | 45.6% | 1,274 |
| Improve knowledge/skills for current profession | 2.5% | 70 |
| Bachelor's degree for career change preparation | 0.5% | 15 |
| Courses for personal interest | 0.5% | 14 |
| Other | 0.8% | 23 |
| Total | 100.0% | 2,796 |

## Time Anticipated to Complete Bachelor's Degree (Table 7)

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 82.4 percent said they expect to graduate from NC State in four years, 11.3 percent indicated that they would complete their bachelor's degree in less than four years, and 6.4 percent said they would take more than four years to complete their bachelor's degree.

**Table 7: Time Anticipated to Complete Bachelor's Degree**

|  | % | N |
|---|---|---|
| Less than 4 years | 11.3% | 279 |
| 4 years | 82.4% | 2,028 |
| 4 1/2 years | 2.8% | 68 |
| 5 years | 2.9% | 72 |
| 5 1/2 years | 0.2% | 4 |
| 6 or more years | 0.2% | 4 |
| Do not intend to complete bachelor's degree at NC State | 0.3% | 7 |
| Total | 100.0% | 2,462 |

## Highest Level of Education Anticipated to Complete (Table 8)

When asked to identify the highest level of education planned to complete, over 70 percent of respondents reported that they intended to earn a graduate or professional degree (71.1%). Almost 40 percent anticipate earning a master's degree (37.9%), while about one-third plan to pursue a doctoral or professional degree (33.2%).

**Table 8: Highest Level of Education Anticipated to Complete**

|  | % | N |
|---|---|---|
| Bachelor's degree | 28.8% | 713 |
| Master's degree | 37.9% | 938 |
| Doctoral degree | 14.4% | 357 |
| Doctor of Veterinary Medicine | 6.9% | 170 |
| Medical degree | 8.8% | 217 |
| Law degree | 3.1% | 76 |
| Do not intend to complete any degree | 0.2% | 4 |
| Total | 100.0% | 2,475 |

## Certainty of College Major (Table 9)

For the most part, incoming students reported being certain of their choice of academic major. More than three-fourths of students reported that they were either "very certain" (32.1%) or "certain" (44.4%) in their choice of college major.

Levels of certainty among incoming freshmen varied by college. Students in the College of Design, the College of Engineering, and the College of Agriculture and Life Sciences reported the highest rates of being "very certain" or "certain" in their college major. Nearly 95 percent of students in the College of Design said they were "very certain" (59.0%) or "certain" (34.4%) with their choice of college major. In the College of Engineering, 85.8 percent said they were either "very certain" (31.8%) or "certain" (54.0%) with their choice of college major, and in the College of Agriculture and Life Sciences, 85.7 percent said they were either "very certain" (48.4%) or "certain" (37.3%).

Incoming freshmen in University College, where students enter NC State without a declared major, were not surprisingly the most likely to report being uncertain of their major, with almost one-in-five of them saying they are 'very uncertain" (18.2%) and 43.9 percent saying they are "uncertain."

Students in the College of Natural Resources also expressed relatively high levels of uncertainty in their choice of major, with over one-fourth percent saying they were either "uncertain" (19.2%) or "very uncertain" (6.9%).
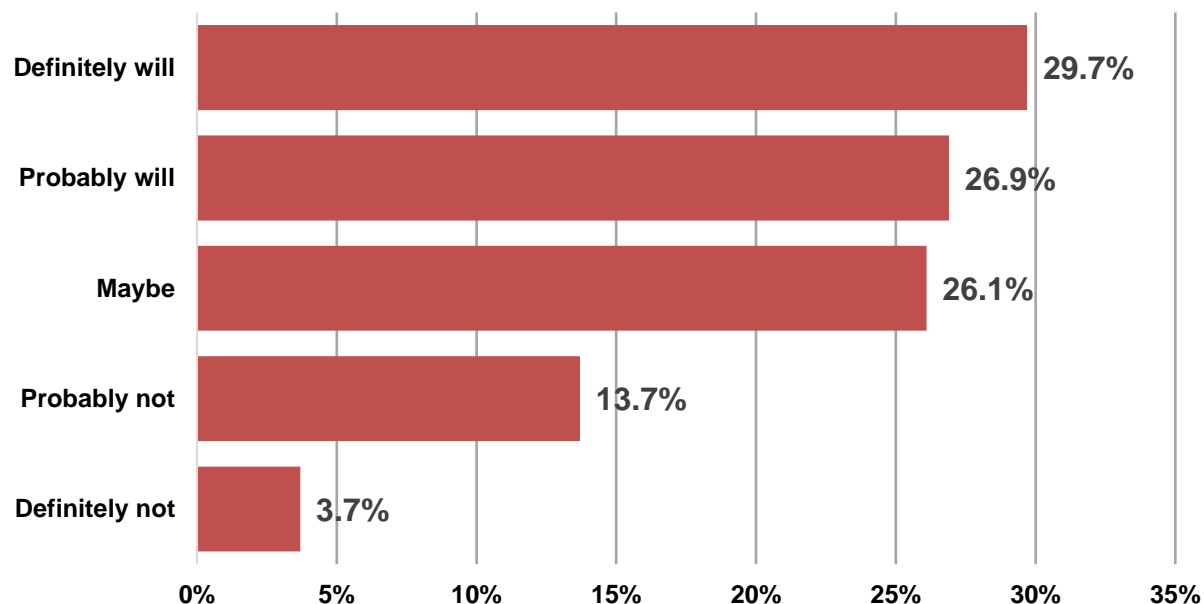
**Table 9: Certainty of College Major**

| College/ School | Certainty of college major | | | | Total | N |
|---|---|---|---|---|---|---|
| | Very certain | Certain | Uncertain | Very uncertain | | |
| CALS | 48.4% | 37.3% | 12.4% | 2.0% | 10.9% | 306 |
| Design | 59.0% | 34.4% | 4.9% | 1.6% | 2.2% | 61 |
| CED | 42.2% | 40.6% | 12.5% | 4.7% | 2.3% | 64 |
| COE | 31.8% | 54.0% | 13.0% | 1.2% | 29.3% | 818 |
| CNR | 30.8% | 43.1% | 19.2% | 6.9% | 4.6% | 130 |
| HSS | 35.2% | 47.7% | 14.1% | 3.1% | 9.2% | 256 |
| COS | 33.0% | 47.7% | 18.8% | 0.5% | 15.4% | 430 |
| Textiles | 45.3% | 39.5% | 12.8% | 2.3% | 3.1% | 86 |
| PCOM | 28.6% | 53.3% | 16.7% | 1.4% | 7.5% | 210 |
| University College | 12.9% | 25.1% | 43.9% | 18.2% | 15.6% | 435 |
| Total | 32.1% | 44.4% | 19.1% | 4.4% | 100.0% | 2,796 |

## Likelihood of Study Abroad Program Participation (Figure 3)

Incoming students were asked how likely it would be that they would participate in a Study Abroad program while an undergraduate student at NC State. Respondents overwhelmingly reported that it was likely they would participate in a Study Abroad program, with 29.7 percent saying they "definitely will" and 26.9 percent saying they "probably will." Less than five percent said they would "definitely not" (3.7%) participate in a Study Abroad program.

**Figure 3: Likelihood of Study Abroad Program Participation (N=2,464)**

| Response | Percentage |
|----------|-----------|
| Definitely will | 29.7% |
| Probably will | 26.9% |
| Maybe | 26.1% |
| Probably not | 13.7% |
| Definitely not | 3.7% |

## Intended Location of Employment after Graduation (Figure 4)

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 30 percent of respondents who said they will be seeking work after graduation said that they intend to look "in North Carolina only" (28.6%), while nearly 40 percent said that they would seek work "anywhere in the USA" (39.5%). About 30 percent reported that they would seek work "anywhere – location is not important" (30.7%), and approximately one percent reported that they would seek work "outside the USA only" (1.2%).

**Figure 4: Intended Location of Employment after Graduation (N=2,082)**

| Location | Percentage |
|----------|-----------|
| In North Carolina only | 28.6% |
| Anywhere in the USA | 39.5% |
| Outside the USA only | 1.2% |
| Anywhere - location is not important | 30.7% |
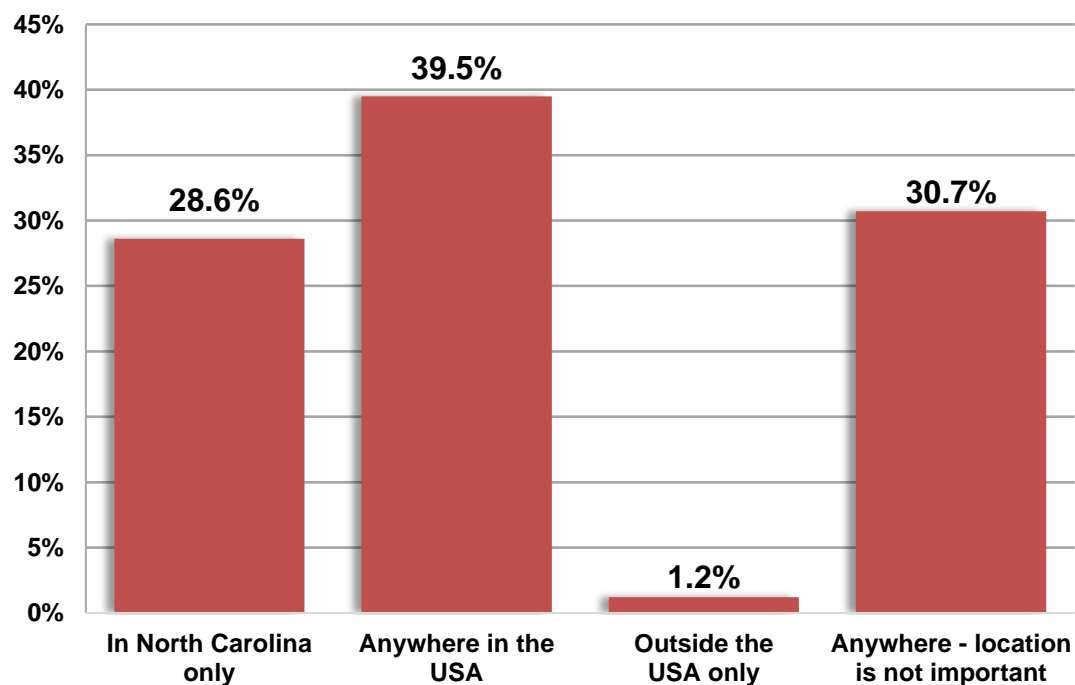
Goals Held by NC State (Tables 10-16; Figure 5)

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 the importance of a given skill, they feel like they have done a good job developing many of them before college.

Incoming students were more likely to give higher ratings to their development of world view goals than to the general education goals and personal development goals asked about. However, when asked about the importance of such goals, incoming students were more likely to give higher ratings to personal development and world view goals than to those related to general education goals.

Average ratings of students' current level of development for all of the goals asked about range from a high of 3.5 to a low of 2.7 (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 18 of the 45 goals asked about. *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 include:

- Ability to work with people from diverse backgrounds (53.7% "excellent")
- Believing more time and effort will lead to increased learning (48.5%)
- Taking responsibility for my own behavior (47.0%)
- Ability to plan and carry out projects independently (42.5%)
- Appreciating differences in sexual orientation (42.1%)
- Listening attentively (41.9%)
- Sensitivity to issues associated with racial equity (41.9%)
- Working effectively as part of a team (41.7%)

Goals for which incoming freshmen were most likely to say that their current level of development was "poor" on include:

- Capacity to engage with/respond to artistic works and evaluate significance (10.8% "poor")
- Time management (8.9%)
- Speaking effectively (8.6%)
- Gaining clarity in my future career direction (7.1%)
- Ability to manage ongoing stressors (7.0%)
- Viewing failure as an opportunity to learn (6.4%)
- Recovering from emotional setbacks (5.6%)
- Appreciating differences in sexual orientation (5.4%)
- Developing and sustaining an active and healthy lifestyle (5.4%)

Average ratings for the importance of the 45 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 eight goals do more than five percent of respondents say that the goal is either "not at all important" or only "slightly important."

Goals most likely to be seen as "very important" by incoming freshmen include:

- Time management (88.3% "very important")
- Taking responsibility for my own behavior (85.2%)
- Ability to set and accomplish goals (83.9%)
- Seeing projects through to completion (83.6%)
- Ability to work with people from diverse backgrounds (83.6%)
- Working effectively as part of a team (83.3%)
- Experiencing personal growth (83.3%)
- Listening attentively (83.0%)
- Ability to manage ongoing stressors (82.4%)
- Comprehending written and oral information (81.4%)
- Gaining clarity in my future career direction (80.9%)
- Ability to plan and carry out projects independently (80.6%)

Goals most likely to be considered by incoming freshmen as "not at all important" or only "slightly important" to them currently include:

- Capacity to engage with/respond to artistic works and evaluate significance (26.1% "not at all important" or "slightly important")
- Appreciating differences in sexual orientation (12.3%)
- Sensitivity to issues associated with gender equity (9.1%)
- Applying scientific methods of inquiry (8.2%)
- Being involved in public and community affairs (6.2%)
- Using mathematical skills (5.9%)
- Creating/distributing information and knowledge using multiple communication forms (5.3%)
- Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just (5.1%)

*General Education Goals*
Overall, respondents reported that they were prepared in various general education areas prior to coming to campus, as 80 percent or more said that their current level of development was "excellent" or "good" on ten of the 19 general education goals, and over 70 percent said their current level of development was "excellent" or "good" to 17 of the 19 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* (42.5%), *listening attentively* (41.9%), and *using technologies appropriate to my discipline* (39.3%). 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* (40.0%), *capacity to engage with/respond to artistic works and evaluate significance* (39.2%), *creating/distributing information and knowledge using multiple communication forms* (25.9%), and *applying scientific methods of inquiry* (25.0%)

**Table 10: Current Level of Development of General Education Goals**

| | Mean | 4: Excellent | 3: Good | 2: Fair | 1: Poor | N |
|---|---|---|---|---|---|---|
| Development: Ability to plan and carry out projects independently | 3.3 | 42.5% | 46.8% | 9.9% | 0.8% | 2,746 |
| Development: Listening attentively | 3.3 | 41.9% | 45.7% | 11.3% | 1.1% | 2,770 |
| Development: Using technologies appropriate to my discipline | 3.2 | 39.3% | 47.1% | 12.4% | 1.2% | 2,748 |
| Development: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just | 3.2 | 35.8% | 48.9% | 14.2% | 1.0% | 2,698 |
| Development: Comprehending written and oral information | 3.2 | 31.5% | 55.1% | 12.4% | 1.0% | 2,769 |
| Development: Gathering relevant information or evidence | 3.2 | 31.1% | 56.7% | 11.7% | 0.4% | 2,742 |
| Development: Identifying a problem/concept and articulating its components | 3.2 | 31.0% | 54.6% | 13.8% | 0.5% | 2,730 |
| Development: Using mathematical skills | 3.1 | 35.9% | 41.1% | 18.7% | 4.3% | 2,768 |
| Development: Questioning my assumptions and considering points of view that conflict with mine | 3.1 | 32.5% | 50.3% | 16.3% | 1.0% | 2,730 |
| Development: Keeping my personal data and devices secure | 3.1 | 31.6% | 48.0% | 18.2% | 2.2% | 2,714 |
| Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs | 3.1 | 30.8% | 53.9% | 14.5% | 0.8% | 2,740 |
| Development: Consider all options when solv prob and think through implications of select one alternative over another | 3.1 | 29.2% | 54.5% | 15.6% | 0.7% | 2,735 |
| Development: Reflecting on my own work | 3.0 | 27.9% | 50.0% | 19.6% | 2.5% | 2,721 |
| Development: Solving real world problems in ways that demonstrate imagination/creativity | 3.0 | 25.5% | 51.4% | 21.3% | 1.8% | 2,709 |
| Development: Creating/distributing info and knowl using mult communication forms | 3.0 | 24.1% | 50.0% | 23.5% | 2.4% | 2,753 |
| Development: Applying scientific methods of inquiry | 3.0 | 23.7% | 51.2% | 22.0% | 3.0% | 2,717 |
| Development: Writing effectively | 2.9 | 21.4% | 54.3% | 22.1% | 2.3% | 2,768 |
| Development: Capacity to engage with/respond to artistic works and evaluate significance | 2.8 | 25.9% | 34.9% | 28.4% | 10.8% | 2,687 |
| Development: Speaking effectively | 2.7 | 20.1% | 40.0% | 31.4% | 8.6% | 2,770 |

Students rated their importance of general education goals higher than that of their current level of development on them. Over 90 percent rated all but one of the 19 general education goals as being "very important" or "moderately important" to themselves. Incoming freshmen were most likely to rate *listening attentively* (83.0%), *comprehending written and oral information* (81.4%), *ability to plan and carry out projects independently* (80.6%), *consider all options when solving problems and thinking through the implications of selecting one alternative over another* (79.5%), and *speaking effectively* (79.3%) as being "very important." Students were by far most likely to consider *capacity to engage with/respond to artistic works and evaluate their significance* (26.1%), followed by *applying scientific methods of inquiry* (8.2%), *using mathematical skills* (5.9%), *creating/distributing information and knowledge using multiple communication forms* (5.3%), and *understanding the need for sustain as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just* (5.1%) to be "slightly" or "not at all important."

**Table 11: 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 | 83.0% | 16.0% | 0.9% | 0.1% | 2,719 |
| Importance: Comprehending written and oral information | 3.8 | 81.4% | 17.6% | 0.9% | 0.1% | 2,720 |
| Importance: Ability to plan and carry out projects independently | 3.8 | 80.6% | 18.6% | 0.7% | 0.1% | 2,712 |
| Importance: Consider all options when solv prob and think through implications of select one alternative over another | 3.8 | 79.5% | 19.5% | 0.9% | 0.1% | 2,707 |
| Importance: Speaking effectively | 3.8 | 79.3% | 19.0% | 1.6% | 0.1% | 2,724 |
| Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs | 3.8 | 77.5% | 20.7% | 1.7% | 0.0% | 2,702 |
| Importance: Keeping my personal data and devices secure | 3.8 | 77.4% | 20.5% | 2.0% | 0.1% | 2,700 |
| Importance: Identifying a problem/concept and articulating its components | 3.8 | 77.1% | 21.5% | 1.3% | 0.1% | 2,713 |
| Importance: Gathering relevant information or evidence | 3.8 | 76.3% | 22.8% | 0.9% | 0.0% | 2,714 |
| Importance: Using technologies appropriate to my discipline | 3.7 | 76.2% | 22.2% | 1.6% | 0.0% | 2,711 |
| Importance: Solving real world problems in ways that demonstrate imagination/creativity | 3.7 | 71.5% | 25.1% | 3.3% | 0.2% | 2,708 |
| Importance: Reflecting on my own work | 3.6 | 68.0% | 28.5% | 3.2% | 0.3% | 2,692 |
| Importance: Using mathematical skills | 3.6 | 67.4% | 26.7% | 5.4% | 0.5% | 2,711 |
| Importance: Writing effectively | 3.6 | 66.9% | 30.3% | 2.3% | 0.4% | 2,725 |
| Importance: Questioning my assumptions and considering points of view that conflict with mine | 3.6 | 66.7% | 30.2% | 2.8% | 0.2% | 2,708 |
| Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just | 3.6 | 66.5% | 28.4% | 4.4% | 0.7% | 2,677 |
| Importance: Applying scientific methods of inquiry | 3.5 | 56.7% | 35.1% | 7.3% | 0.9% | 2,709 |
| Importance: Creating/distributing info and knowl using mult communication forms | 3.5 | 54.5% | 40.2% | 5.0% | 0.3% | 2,715 |
| Importance: Capacity to engage with/respond to artistic works and evaluate significance | 3.1 | 36.0% | 37.9% | 21.7% | 4.4% | 2,693 |

*Personal Development Goals*
At least two-thirds of respondents gave a rating of "excellent" or "good" to all but two of the 18 personal development goals asked about. Respondents were most likely to say that their current level of development was "excellent" for *believing more time and effort will lead to increased learning* (48.5%), *taking responsibility for my own behavior* (47.0%), *working effectively as part of a team* (41.7%), *seeing projects through co completion* (38.7%), *experiencing personal growth* (37.9%), and *recognizing and acting on ethical principles* (37.0%). Conversely, respondents were least likely to give a positive evaluation to their current level of development of *time management*, with over 40 percent rating their current skills in this area as "fair" (31.6%) or "poor" (8.9%). In addition, one-fourth or more rated their development of *ability to manage ongoing stressors* (36.4%), *developing and sustaining an active and healthy lifestyle* (30.6%), *gaining clarity in my future career direction* (30.5%), *recovering from emotional setbacks* (29.3%), *viewing failure as an opportunity to learn* (28.4%), and *being involved in public and community affairs* (27.6%) as "fair" or "poor."

**Table 12: Current Level of Development of Personal Development Goals**

| | Mean | 4: Excellent | 3: Good | 2: Fair | 1: Poor | N |
|---|---|---|---|---|---|---|
| Development: Believing more time and effort will lead to increased learning | 3.4 | 48.5% | 43.0% | 7.8% | 0.7% | 2,653 |
| Development: Taking responsibility for my own behavior | 3.4 | 47.0% | 46.3% | 6.0% | 0.6% | 2,664 |
| Development: Working effectively as part of a team | 3.3 | 41.7% | 48.8% | 8.6% | 0.9% | 2,674 |
| Development: Experiencing personal growth | 3.3 | 37.9% | 50.9% | 10.5% | 0.7% | 2,665 |
| Development: Recognizing and acting on ethical principles | 3.3 | 37.0% | 53.2% | 9.3% | 0.5% | 2,661 |
| Development: Seeing projects through to completion | 3.2 | 38.7% | 47.8% | 12.1% | 1.4% | 2,636 |
| Development: Developing leadership skills | 3.1 | 32.2% | 48.7% | 16.8% | 2.3% | 2,673 |
| Development: Ability to set and accomplish goals | 3.1 | 30.0% | 55.5% | 13.1% | 1.4% | 2,645 |
| Development: Identifying alternatives when faced with setbacks | 3.1 | 26.9% | 56.6% | 15.7% | 0.8% | 2,641 |
| Development: Expressing my opinion when others disagree | 3.0 | 31.6% | 44.9% | 18.9% | 4.6% | 2,645 |
| Development: Ability to reflect, review, self-regulate, and self-examine | 3.0 | 24.2% | 52.2% | 21.2% | 2.4% | 2,652 |
| Development: Developing and sustaining an active and healthy lifestyle | 2.9 | 28.8% | 40.7% | 25.2% | 5.4% | 2,666 |
| Development: Viewing failure as an opportunity to learn | 2.9 | 28.8% | 42.8% | 22.0% | 6.4% | 2,659 |
| Development: Being involved in public and community affairs | 2.9 | 26.5% | 45.9% | 23.0% | 4.6% | 2,664 |
| Development: Recovering from emotional setbacks | 2.9 | 24.1% | 46.6% | 23.7% | 5.6% | 2,609 |
| Development: Gaining clarity in my future career direction | 2.8 | 20.3% | 49.2% | 23.4% | 7.1% | 2,623 |
| Development: Ability to manage ongoing stressors | 2.7 | 17.2% | 46.4% | 29.4% | 7.0% | 2,658 |
| Development: Time management | 2.7 | 17.2% | 42.2% | 31.6% | 8.9% | 2,663 |

Over 95 percent of incoming freshmen rated all but one of the 18 personal development goals as being "very" or "moderately important." In particular, a large majority of students said that *time management* (88.3%), *taking responsibility for my own behavior* (85.2%), *ability to set and accomplish goals* (83.9%), *seeing projects through to completion* (83.6%), *working effectively as part of a team* (83.3%), *experiencing personal growth* (83.3%), *ability to manage ongoing stressors* (82.4%), and *gaining clarity in my future career direction* (80.9%) were "very important" to them. The only item which more than five percent of respondents indicated was "slightly" (5.4%) or "not at all important" (0.8%) to them was *being involved in public and community affairs*.

**Table 13: 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 | 88.3% | 10.9% | 0.6% | 0.1% | 2,636 |
| Importance: Taking responsibility for my own behavior | 3.8 | 85.2% | 13.9% | 0.8% | 0.0% | 2,636 |
| Importance: Ability to set and accomplish goals | 3.8 | 83.9% | 15.0% | 1.0% | 0.1% | 2,638 |
| Importance: Seeing projects through to completion | 3.8 | 83.6% | 15.5% | 0.9% | 0.0% | 2,636 |
| Importance: Working effectively as part of a team | 3.8 | 83.3% | 15.6% | 0.9% | 0.3% | 2,641 |
| Importance: Experiencing personal growth | 3.8 | 83.3% | 15.5% | 1.1% | 0.2% | 2,627 |
| Importance: Ability to manage ongoing stressors | 3.8 | 82.4% | 16.7% | 0.8% | 0.1% | 2,637 |
| Importance: Gaining clarity in my future career direction | 3.8 | 80.9% | 17.6% | 1.3% | 0.2% | 2,639 |
| Importance: Identifying alternatives when faced with setbacks | 3.8 | 78.6% | 20.3% | 1.0% | 0.1% | 2,626 |
| Importance: Developing leadership skills | 3.8 | 78.2% | 19.9% | 1.9% | 0.0% | 2,640 |
| Importance: Recovering from emotional setbacks | 3.7 | 77.4% | 20.3% | 2.1% | 0.2% | 2,612 |
| Importance: Developing and sustaining an active and healthy lifestyle | 3.7 | 77.0% | 21.0% | 1.8% | 0.2% | 2,633 |
| Importance: Viewing failure as an opportunity to learn | 3.7 | 73.5% | 24.1% | 2.1% | 0.3% | 2,620 |
| Importance: Ability to reflect, review, self-regulate, and self-examine | 3.7 | 72.6% | 25.3% | 2.0% | 0.1% | 2,637 |
| Importance: Believing more time and effort will lead to increased learning | 3.7 | 70.3% | 26.2% | 3.0% | 0.5% | 2,631 |
| Importance: Recognizing and acting on ethical principles | 3.7 | 69.7% | 27.4% | 2.4% | 0.5% | 2,633 |
| Importance: Expressing my opinion when others disagree | 3.6 | 62.5% | 33.8% | 3.5% | 0.3% | 2,627 |
| Importance: Being involved in public and community affairs | 3.5 | 59.0% | 34.9% | 5.4% | 0.8% | 2,635 |

*World View Goals*

At least three-fourths of respondents said their current level of development of each of the 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* (53.7%), *appreciating differences in sexual orientation* (42.1%), and *sensitivity to issues associated with racial equity* (41.9%). Respondents were most likely to rate their current level of development as "fair" or "poor" for *understanding issues and problems facing the world* (23.0%), *sensitivity to issues associated with gender equity* (19.7%), and *appreciating differences in sexual orientation* (19.6%).

**Table 14: 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 | 3.5 | 53.7% | 39.6% | 6.0% | 0.7% | 2,590 |
| Development: Sensitivity to issues associated with racial equity | 3.3 | 41.9% | 47.0% | 9.7% | 1.4% | 2,575 |
| Development: Appreciating differences in sexual orientation | 3.2 | 42.1% | 38.2% | 14.2% | 5.4% | 2,539 |
| Development: Understanding and respecting diverse cultures, values, and perspectives | 3.2 | 38.9% | 47.8% | 12.4% | 1.0% | 2,601 |
| Development: Understanding the present as it relates to historical events | 3.2 | 35.2% | 49.8% | 13.1% | 1.9% | 2,578 |
| Development: Understanding the commonality of human problems globally | 3.2 | 33.7% | 50.7% | 14.3% | 1.2% | 2,549 |
| Development: Sensitivity to issues associated with gender equity | 3.1 | 37.4% | 42.9% | 15.7% | 4.0% | 2,532 |
| Development: Understanding issues and problems facing the world | 3.0 | 22.7% | 54.3% | 20.7% | 2.3% | 2,604 |

Over 90 percent of students rated the importance of seven of the eight listed world view goals as "very" or "moderately important." A rating of "very important" was given by at least 75 percent of respondents to *ability to work with people from diverse backgrounds* (83.6%), *understanding issues and problems facing the world* (78.5%), *understanding and respecting diverse cultures, values, and perspectives* (78.4%), and *sensitivity to issues associated with racial equity* (75.4%). Respondents were most likely to say that *appreciating differences in sexual orientation* (12.3%), and *sensitivity to issues associated with gender equity* (9.1%), were either "slightly" or "not at all important" to them.

**Table 15: Importance of Development of World View Goals**

| | Mean | 4: Very important | 3: Moderately important | 2: Slightly important | 1: Not at all important | N |
|---|---|---|---|---|---|---|
| Importance: Ability to work with people from diverse backgrounds | 3.8 | 83.6% | 14.9% | 1.2% | 0.3% | 2,575 |
| Importance: Understanding issues and problems facing the world | 3.8 | 78.5% | 20.0% | 1.4% | 0.2% | 2,586 |
| Importance: Understanding and respecting diverse cultures, values, and perspectives | 3.8 | 78.4% | 19.4% | 1.8% | 0.3% | 2,580 |
| Importance: Sensitivity to issues associated with racial equity | 3.7 | 75.4% | 20.5% | 3.0% | 1.1% | 2,570 |
| Importance: Understanding the commonality of human problems globally | 3.7 | 73.2% | 24.2% | 2.2% | 0.4% | 2,545 |
| Importance: Understanding the present as it relates to historical events | 3.6 | 68.9% | 26.9% | 3.9% | 0.3% | 2,564 |
| Importance: Sensitivity to issues associated with gender equity | 3.5 | 64.4% | 26.5% | 6.7% | 2.4% | 2,532 |
| Importance: Appreciating differences in sexual orientation | 3.5 | 62.8% | 24.9% | 8.6% | 3.7% | 2,530 |

*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 each goal, respectively. However, goals ranked relatively higher in development compared to other goals asked about also ranked relatively higher in importance.

Table 16 provides a comparison between ratings of respondents' importance of the skills asked about and their assessment of their current development of those skills. The goals listed in Table 16 are rank ordered based on the average ratings for current level of development, with the next column showing each goal's rank in terms of the perceived importance of the goal.

Goals that were rated relatively high in both development and importance (i.e., areas in which students have progressed well in before starting college and also feel that they are particularly important) included *ability to work with people from diverse backgrounds, taking responsibility for my own behavior, listening attentively, experiencing personal growth, working effectively as part of a team, ability to plan and carry out projects independently,* and *seeing projects through to completion.*

Conversely, a few goals ranked low in both development and importance. Most notably, *the capacity to engage with and respond to artistic works as creator, designer, performer, or audience member, and to evaluate their significance* had the 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 *being involved in public and community affairs, writing effectively, applying scientific methods of inquiry,* and *creating and distributing information using multiple communication forms*.

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 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 45th in development [average rating 2.7])
- Ability to manage ongoing stressors (9th [3.8] vs 43rd [2.7])
- Speaking effectively (14th [3.8] vs 44th [2.7])
- Gaining clarity in my career direction (12th [3.8] vs 41st [2.8])
- Understanding issues and problems facing the world (16th [3.8] vs 33rd [3.0])
- Developing and sustaining an active and healthy lifestyle (23rd [3.7] vs 39th [2.9])
- Recovering from emotional setbacks (24th [3.7] vs 40th [2.9])

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

- Appreciating differences in sexual orientation (44th in importance [average rating 3.5] vs 16th in development [average rating 3.2])
- Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable/environmentally sound/socially just (38th [3.6] vs 13th [3.2])
- Understanding the present as it relates to historical events and processes (33rd [3.6] vs 15th [3.2])
- Sensitivity to issues associated with gender equity (40th [3.5] vs 23rd [3.1])
- Questioning my assumptions and considering points of view that conflict with my own (36th [3.6] vs 21st [3.1])

**Table 16: Relative Ranking of Current Level of Development and Importance of Goals**

| Goals | Level of Development | | Importance | |
|---|---|---|---|---|
| | Rank | Mean | Rank | Mean |
| Ability to work with people from diverse backgrounds | 1 | 3.5 | 8 | 3.8 |
| Taking responsibility for my own behavior | 2 | 3.4 | 2 | 3.8 |
| Believing more time and effort will lead to increased learning | 3 | 3.4 | 32 | 3.7 |
| Working effectively as part of a team | 4 | 3.3 | 7 | 3.8 |
| Ability to plan and carry out projects independently | 5 | 3.3 | 11 | 3.8 |
| Sensitivity to issues associated with racial equity | 6 | 3.3 | 29 | 3.7 |
| Listening attentively | 7 | 3.3 | 5 | 3.8 |
| Recognizing and acting on ethical principles | 8 | 3.3 | 31 | 3.7 |
| Experiencing personal growth | 9 | 3.3 | 6 | 3.8 |
| Understanding and respecting diverse cultures, values, and perspectives | 10 | 3.2 | 18 | 3.8 |
| Using technology appropriately | 11 | 3.2 | 25 | 3.7 |
| Seeing projects through to completion | 12 | 3.2 | 4 | 3.8 |
| Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just | 13 | 3.2 | 38 | 3.6 |
| Gathering relevant information or evidence | 14 | 3.2 | 21 | 3.8 |
| Understanding the present as it relates to historical events and processes | 15 | 3.2 | 33 | 3.6 |
| Appreciating differences in sexual orientation | 16 | 3.2 | 44 | 3.5 |
| Understanding the commonality of human problems through a global perspective | 17 | 3.2 | 28 | 3.7 |
| Comprehending written and oral information | 18 | 3.2 | 10 | 3.8 |
| Identifying a problem or concept and articulating its various components | 19 | 3.2 | 20 | 3.8 |
| Effectively analyzing and evaluating evidence, arguments, claims, and beliefs | 20 | 3.1 | 19 | 3.8 |
| Questioning my assumptions and considering points of view that conflict with my own | 21 | 3.1 | 36 | 3.6 |
| Ability to set and accomplish goals | 22 | 3.1 | 3 | 3.8 |
| Sensitivity to issues associated with gender equity | 23 | 3.1 | 40 | 3.5 |
| Considering all options when solving a problem or addressing an issue and thinking through the implications and consequences of selecting one alternative over another | 24 | 3.1 | 13 | 3.8 |
| Developing leadership skills | 25 | 3.1 | 17 | 3.8 |
| Identifying alternatives when faced with setbacks | 26 | 3.1 | 15 | 3.8 |
| Keeping my personal data and devices secure | 27 | 3.1 | 22 | 3.8 |
| Using mathematical skills | 28 | 3.1 | 37 | 3.6 |
| Expressing my opinion when others disagree | 29 | 3.0 | 39 | 3.6 |
| Reflecting on my own work | 30 | 3.0 | 34 | 3.6 |
| Solving real world problems in ways that demonstrate imagination and creativity | 31 | 3.0 | 30 | 3.7 |
| Ability to reflect, review, self-regulate, and self-examine | 32 | 3.0 | 27 | 3.7 |
| Understanding issues and problems facing the world | 33 | 3.0 | 16 | 3.8 |
| Creating and distributing information and knowledge using multiple communication forms, including text, video, graphics, etc. | 34 | 3.0 | 42 | 3.5 |
| Applying scientific methods of inquiry | 35 | 3.0 | 43 | 3.5 |
| Writing effectively | 36 | 2.9 | 35 | 3.6 |
| Being involved in public and community affairs | 37 | 2.9 | 41 | 3.5 |
| Viewing failure as an opportunity to learn | 38 | 2.9 | 26 | 3.7 |
| Developing and sustaining an active and healthy lifestyle | 39 | 2.9 | 23 | 3.7 |
| Recovering from emotional setbacks | 40 | 2.9 | 24 | 3.7 |
| Gaining clarity in my career direction | 41 | 2.8 | 12 | 3.8 |
| The capacity to engage with and respond to artistic works as creator, designer, performer, audience member; and evaluate significance | 42 | 2.8 | 45 | 3.1 |
| Ability to manage ongoing stressors | 43 | 2.7 | 9 | 3.8 |
| Speaking effectively | 44 | 2.7 | 14 | 3.8 |
| Time management | 45 | 2.7 | 1 | 3.9 |

**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 17)

Incoming students were asked how much of their first year educational expenses would be covered from various sources. Half of respondents reported that "$10,000 or more" of their first year educational expenses would come from *family resources* (50.0%). Over 20 percent reported that "$10,000 or more" of their first year educational expenses would come from *aid that does not need to be repaid* (21.6%). While over half of incoming students said they would not have any loans for their first year of school (53.1%), more than one-third reported having $3,000 or more in loans for their first year of school that must be repaid, with 8.1 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" (35.2%) or "none" (27.5%) to their educational expenses; just 2.3 percent reported that they would be contributing "$10,000 or more."

**Table 17: 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.) | 8.6% | 8.0% | 9.1% | 11.0% | 13.3% | 50.0% | 2,780 |
| My own resources (savings from work, other income) | 27.5% | 35.2% | 23.6% | 8.8% | 2.7% | 2.3% | 2,746 |
| Aid that does not need to be repaid (grants, scholarships, military funding, etc.) | 32.8% | 7.3% | 16.0% | 13.2% | 9.1% | 21.6% | 2,750 |
| Aid that must be repaid (loans, etc.) | 53.1% | 3.0% | 7.8% | 21.4% | 6.6% | 8.1% | 2,727 |
| Other than above | 91.5% | 3.8% | 1.9% | 1.4% | 0.6% | 0.8% | 2,041 |

FAFSA Submitted (Figure 5)

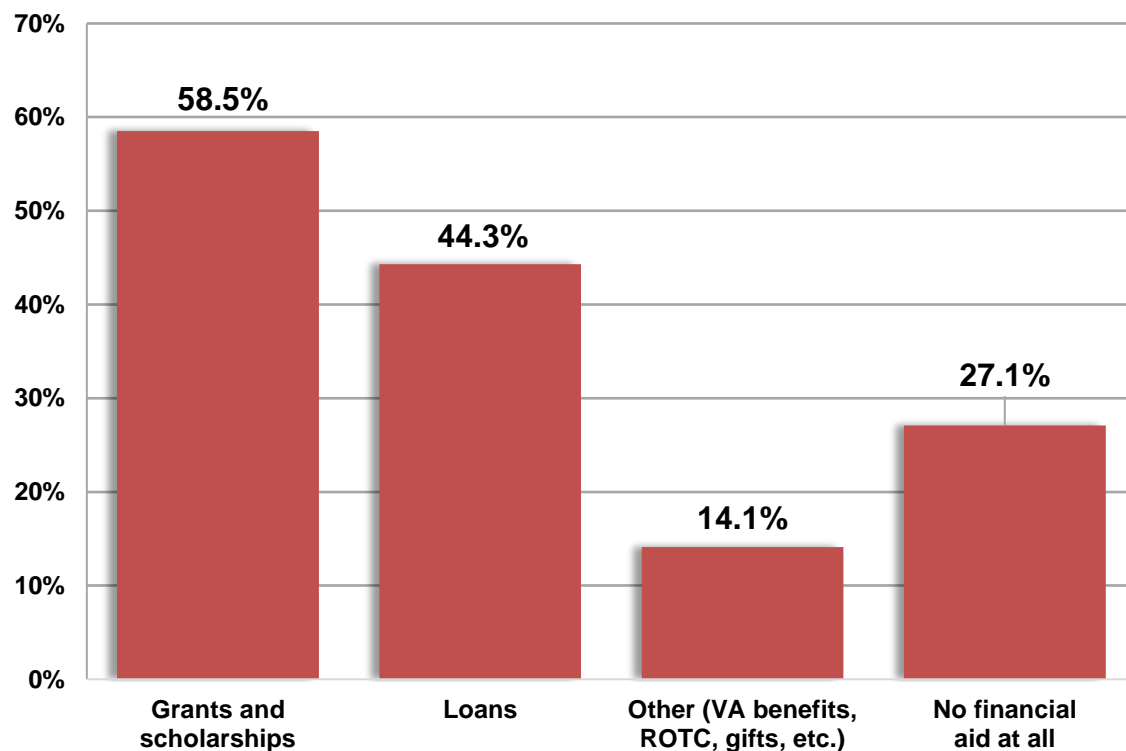Almost 90 percent of respondents said they had submitted the Free Application for Federal Student Aid (FAFSA) (87.6%).

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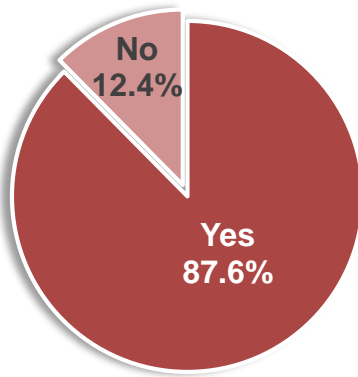


Financial Aid Received (Figure 6)

Incoming students were asked to identify what types of financial aid they had received. A majority of incoming freshmen (58.5%) said they were receiving grants and scholarships, and 44.3 percent said that they received loans. Fewer students reported they were receiving some other type of financial aid (14.1%). Over one-fourth reported receiving no financial aid at all (27.1%).

**Figure 6: Type of Financial Aid Received**



Bar chart showing type of financial aid received: Grants and scholarships 58.5%, Loans 44.3%, Other (VA benefits, ROTC, gifts, etc.) 14.1%, No financial aid at all 27.1%.

Student Employment (Figures 7-8, Table 18)

More than half of incoming freshmen respondents reported that they would be employed during their first year of college (56.3%). Employed respondents were more likely to say that they would be working on campus only (62.5%) than off campus only (19.8%). However, 17.7 percent said they would be working both on and off campus.

Relatively few incoming freshmen plan on working more than 20 hours per week, with the majority saying they would be working 10 hours or less. Respondents who said that they would be working off campus were more likely than those planning on working on campus to report working more than 20 hours per week (8.7% vs 4.5%, respectively) or 1-10 hours per week (63.4% vs 53.6%, respectively). Respondents planning on working on campus were more likely than those planning to work off campus to say that they would be working 11-20 hours per week (41.9% vs 27.9%, respectively).

Students who reported that they will be working both on campus and off campus during their first year at NC State reported that they will work a relatively smaller number of hours at each location. Over 40 percent said that they will be working 1-10 hours at both their on campus and off campus jobs, while 17.6 percent said they would work 11-20 hours at both their on campus and off campus jobs. About three percent said they would work more than 20 hours both on campus and off campus during their first year.
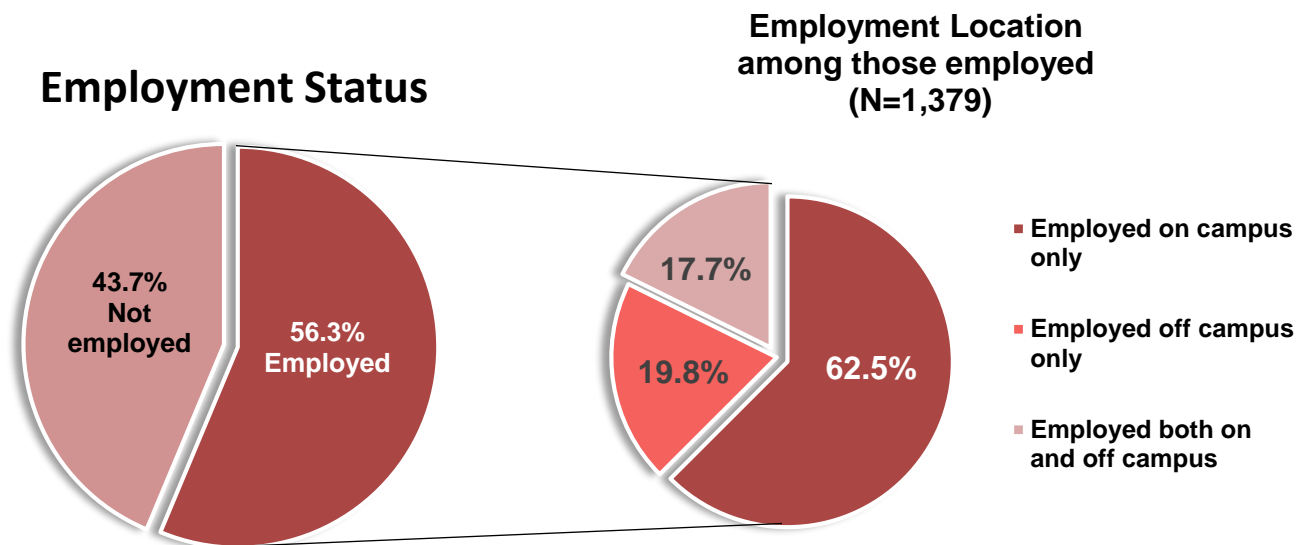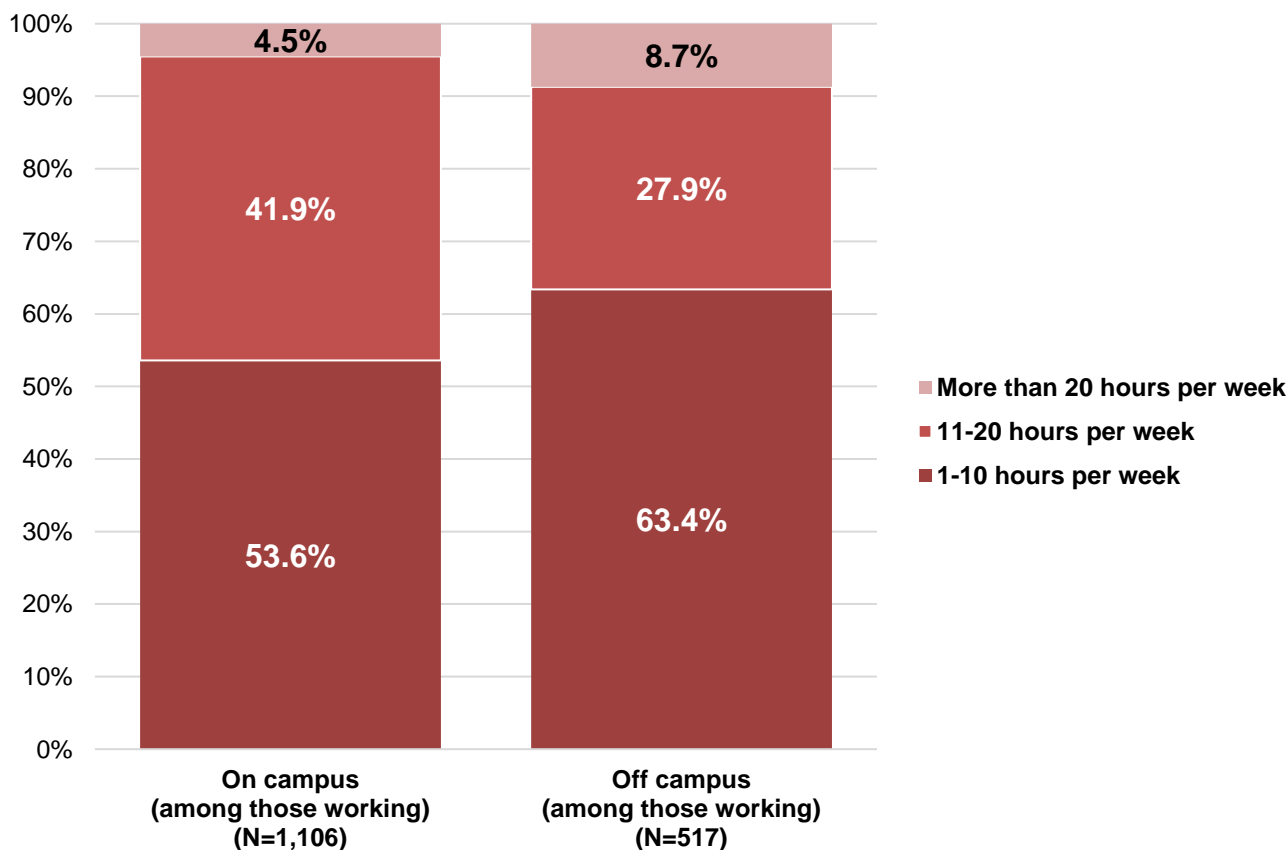
**Figure 7: Work Location during First Year**

## Employment Status

### Employment Location among those employed (N=1,379)

43.7% Not employed

56.3% Employed

17.7%

19.8%

62.5%

- Employed on campus only
- Employed off campus only
- Employed both on and off campus

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



- More than 20 hours per week
- 11-20 hours per week
- 1-10 hours per week

On campus (among those working) (N=1,106): 4.5%, 41.9%, 53.6%

Off campus (among those working) (N=517): 8.7%, 27.9%, 63.4%

**Table 18: Students with Employment Both On and Off Campus (N=244)**

| On campus (Among those working) | Off campus (Among those working) | | | Total |
|---|---|---|---|---|
| | 1-10 hours per week | 11-20 hours per week | More than 20 hours per week | |
| 1-10 hours per week | 41.0% | 6.6% | 1.2% | 48.8% |
| 11-20 hours per week | 21.3% | 17.6% | 4.5% | 43.4% |
| More than 20 hours per week | 2.0% | 2.9% | 2.9% | 7.8% |
| Total | 64.3% | 27.1% | 8.6% | 100% |

## 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 and Admissions Websites (Figure 9)

When asked to evaluate the NC State Academic Services website, 82.4 percent of respondents gave an "excellent" (24.8%) or "good" (57.6%) rating, and when asked to evaluate the NC State Admissions website, 85.2 percent of respondents gave an "excellent" (29.8%) or "good" (55.4%) rating.

**Figure 9: Rating of NC State Academic Services and Admissions Websites**
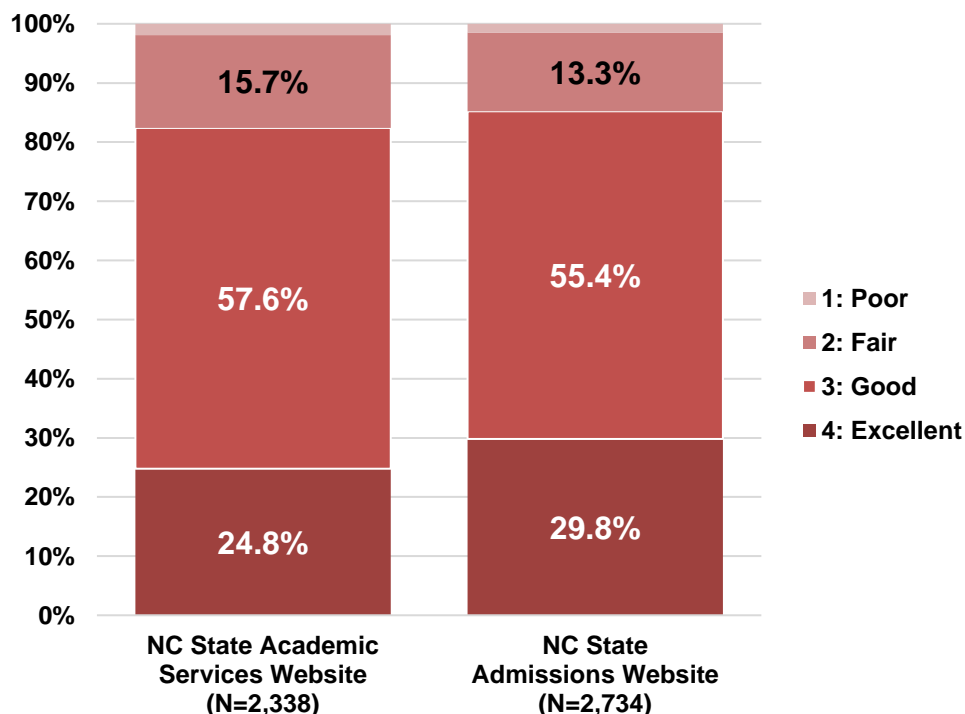
Satisfaction with NC State Financial Aid Process (Table 19)

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" (26.4%) or "moderately satisfied" (55.4%) with the financial aid process.

**Table 19: Satisfaction with NC State Financial Aid Process**

|  | % | N |
|---|---|---|
| 4: Very satisfied | 26.4% | 627 |
| 3: Moderately satisfied | 55.4% | 1,319 |
| 2: Moderately dissatisfied | 13.7% | 325 |
| 1: Very dissatisfied | 4.5% | 108 |
| Total | 100.0% | 2,379 |

New Student Orientation (Tables 20-24)

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

When incoming students in the College of Agriculture and Life Sciences, the College of Design, the College of Sciences, the Wilson College of Textiles, and the Poole College of Management were asked about their interaction with their college/department prior to New Student Orientation, over 85 percent said that they either "strongly agree" or "agree" that they were provided an opportunity to get academic questions answered (89.3%), that they were satisfied with the attention they received prior to Orientation (88.7%), and that the information/advice received from their college/department prior to Orientation helped them to plan their fall schedule (86.4%).

**Table 20: 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 | 3.2 | 36.4% | 50.2% | 10.4% | 3.0% | 990 |
| Communication with college/dept prior to Orientation provided opportunity to get answers to my academic questions | 3.2 | 37.7% | 51.0% | 9.4% | 1.9% | 965 |
| I am satisfied with the attention received from college/deptS prior to Orientation | 3.3 | 38.7% | 50.6% | 9.0% | 1.7% | 1,000 |

*Only those in the College of Agriculture and Life Sciences, College of Design, College of Sciences, Wilson College of Textiles, and Poole College of Management 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. Over 90 percent "agreed" or "strongly agreed" that they were satisfied with the *time spent with their college/department to get answers to their academic questions* (92.4%), satisfied with the *attention they received from their college/department during Orientation* (91.0%), and that the *information/advice they received from their college/department helped them to plan their fall schedule* (90.9%).

**Table 21: Rating of Experiences with College/Department during New Student Orientation**

| | Mean | 4: Strongly agree | 3: Agree | 2: Disagree | 1: Strongly disagree | N |
|---|---|---|---|---|---|---|
| Info/advice from college/dept during Orientation helped me plan schedule | 3.3 | 43.5% | 47.4% | 7.4% | 1.7% | 2,483 |
| Time spent with college/dept during Orientation provided opportunity to get answers to my academic questions | 3.3 | 41.5% | 50.9% | 6.6% | 1.1% | 2,507 |
| I am satisfied with the attention received from college/dept during Orientation | 3.3 | 44.0% | 47.0% | 7.8% | 1.2% | 2,510 |

Incoming students were provided an opportunity to attend optional student engagement sessions during Orientation. Over 90 percent of respondents said that they either "strongly agree" or "agree" that these sessions provided useful information on a number of topic areas. Respondents were most likely to say that they "strongly agree" (51.8%) or "agree" (45.8%) that they were provided useful information about *study abroad and global experiences*.

**Table 22: Rating of the Optional Student Engagement Sessions during New Student Orientation**

| | Mean | 4: Strongly agree | 3: Agree | 2: Disagree | 1: Strongly disagree | N |
|---|---|---|---|---|---|---|
| Study abroad and global experiences | 3.5 | 51.8% | 45.8% | 1.8% | 0.6% | 2,171 |
| Career development and cooperative education | 3.4 | 40.6% | 55.4% | 3.4% | 0.5% | 2,089 |
| Leadership and civic engagement | 3.4 | 40.2% | 55.6% | 3.7% | 0.6% | 1,909 |
| Undergraduate research | 3.4 | 42.6% | 51.0% | 5.8% | 0.6% | 2,077 |

Almost all students agreed that New Student Orientation provided useful information about a number of different policies, practices, and resources asked about. They were most likely to "strongly agree" they got useful information about the *prohibition of sexual violence, relationship violence, and stalking at NC State* and *the resources available to me if I need help preventing or reporting sexual violence*, with over 70 percent saying they "strongly agree" they got useful information.

**Table 23: 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 |
|---|---|---|---|---|---|---|
| The prohibition of sexual violence, relationship violence, and stalking at NC State | 3.7 | 73.1% | 26.1% | 0.5% | 0.3% | 2,551 |
| The resources available to me if I need help preventing or reporting sexual violence | 3.7 | 70.8% | 28.4% | 0.6% | 0.2% | 2,546 |
| Expectations for being a member of the NC State community | 3.6 | 56.9% | 41.6% | 1.2% | 0.3% | 2,549 |
| NC State's acceptance and encouragement of the free and open exchange of ideas and opinions | 3.6 | 62.6% | 35.7% | 1.3% | 0.4% | 2,541 |
| The tactics I can use to be an active bystander to prevent or disrupt violence | 3.6 | 66.4% | 31.6% | 1.5% | 0.4% | 2,542 |
| Policies that may impact my experience at NC State (i.e., Code of Student Conduct) | 3.5 | 55.6% | 41.5% | 2.6% | 0.4% | 2,542 |
| The resources available to me if I have questions about free speech and free expression at NC State | 3.5 | 54.0% | 40.6% | 4.5% | 0.8% | 2,496 |

Nearly all incoming students also agreed that New Student Orientation had achieved the program's goals of helping prepare students to enter and be successful at NC State. They were most likely to "strongly agree" or "agree" that as a result of attending Orientation they are *excited to start my first semester at NC State* and that they are *aware it is my personal responsibility to adhere to the academic and behavioral expectations of the university*. The only item that more than five percent of respondents said they either "disagree" or "strongly disagree" was *I can better envision what my day-to-day life may be like in my first year at NC State* (9.2%).

**Table 24: 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 | 3.7 | 70.4% | 27.4% | 1.6% | 0.6% | 2,533 |
| Result of NSO: I am aware it is my personal responsibility to adhere to the academic and behavioral expectations of the university | 3.6 | 65.3% | 34.0% | 0.5% | 0.2% | 2,547 |
| Result of NSO: I know how to access information related to academic and behavioral expectations and policies (i.e., Code of Student Conduct, Progress Toward Degree, etc.) | 3.5 | 51.1% | 44.6% | 3.8% | 0.5% | 2,526 |
| Result of NSO: I feel better prepared to start my first semester at NC State | 3.5 | 55.2% | 40.7% | 3.2% | 0.8% | 2,540 |
| Result of NSO: I can better envision what my day-to-day life may be like in my first year at NC State | 3.3 | 40.9% | 50.9% | 7.0% | 1.2% | 2,536 |

**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)

Just over half of respondents reported that they were "very well" prepared for college by their own efforts (50.6%), while 47.4 percent said they were 'very well" prepared for college by their high school. However, respondents were about three times as likely to report that they were "not very well" prepared for college by their high school as compared with their own efforts (9.8% vs 3.3%).

**Figure 10: College Preparation**
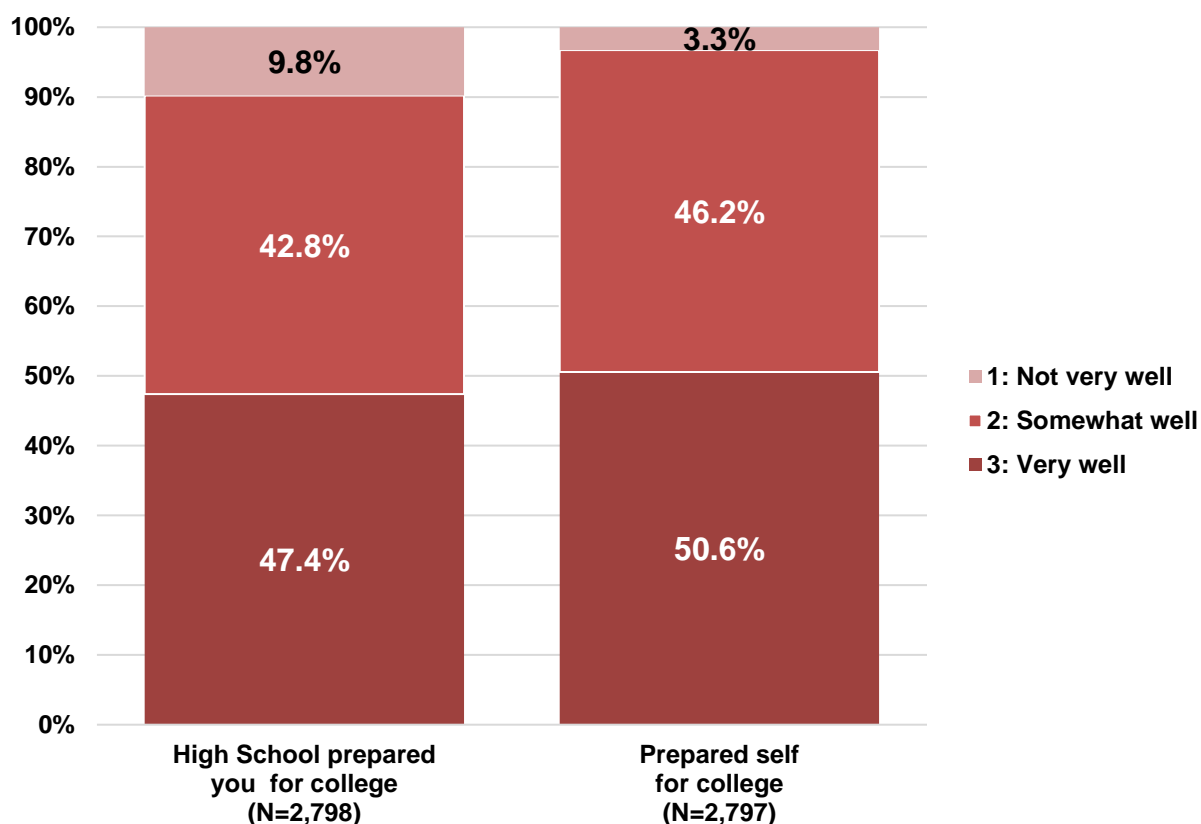
## Hometown Geographic Area (Table 25)

A plurality of incoming students said they came from a "moderate size city" (32.2%). Students are more likely to come to NC State from a "small town" (25.8%) or a "rural area" (12.8%) than a "large city" (11.2%) or "urban area" (17.9%).

**Table 25: Hometown Geographic Area**

|  | % | N |
|---|---|---|
| Rural area | 12.8% | 318 |
| Small town | 25.8% | 640 |
| Moderate size city | 32.2% | 800 |
| Large city | 11.2% | 278 |
| Urban area | 17.9% | 445 |
| Total | 100.0% | 2,481 |

## First Generation College Student (Table 26)

The large majority of incoming students had at least one of their parents/guardians earn a college degree (83.2%). However, about 17 percent of respondents reported that they are a first generation college student, with 6.5 percent reporting that no parent/guardian of theirs had ever attended college, and 10.3 percent reporting that at least one of their parents/guardians had attended college but never earned a degree.

**Table 26: First Generation College Students**

|  | % | N |
|---|---|---|
| First generation college student, no parent/guardian with any college experience | 6.5% | 187 |
| First generation college student, with at least one parent some college/no degree | 10.3% | 297 |
| Not first generation | 83.2% | 2,390 |
| Total | 100.0% | 2,874 |

## Parents'/Guardians' Financial Support (Table 27; Figures 11-12)

Incoming freshmen were asked a series of questions pertaining to their family's finances and the financial support they have received from their parents. 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 2017 pre-tax income. Just over half of respondents (52.9%) reported that their family income was over $100,000, with 28.7 percent reporting that it was over $150,000, and 16.2 percent reporting it was over $200,000. Over 15 percent of incoming students responded that their family income was $50,000 or below (15.7%), with 7.8 percent saying it was "$30,000 or less."

**Table 27: Parents'/Guardians' Financial Support**

|  | % | N |
|---|---|---|
| $30,000 or less | 7.8% | 126 |
| $30,001-$50,000 | 7.9% | 129 |
| $50,001-$75,000 | 13.3% | 216 |
| $75,001-$100,000 | 18.2% | 295 |
| $100,001-$150,000 | 24.2% | 393 |
| $150,001-$200,000 | 12.5% | 203 |
| More than $200,000 | 16.2% | 263 |
| Total | 100.0% | 1,625 |

More than two-thirds of respondents (69.8%) indicated that they came from a household with four or more members financially supported by their parents/guardians, including themselves. Three percent said they were their parents/guardians only dependent, and nine percent said their parents/guardians had two dependents.

**Figure 11: Number of People Financially Supported by Parents/Guardians (N=2,463)**
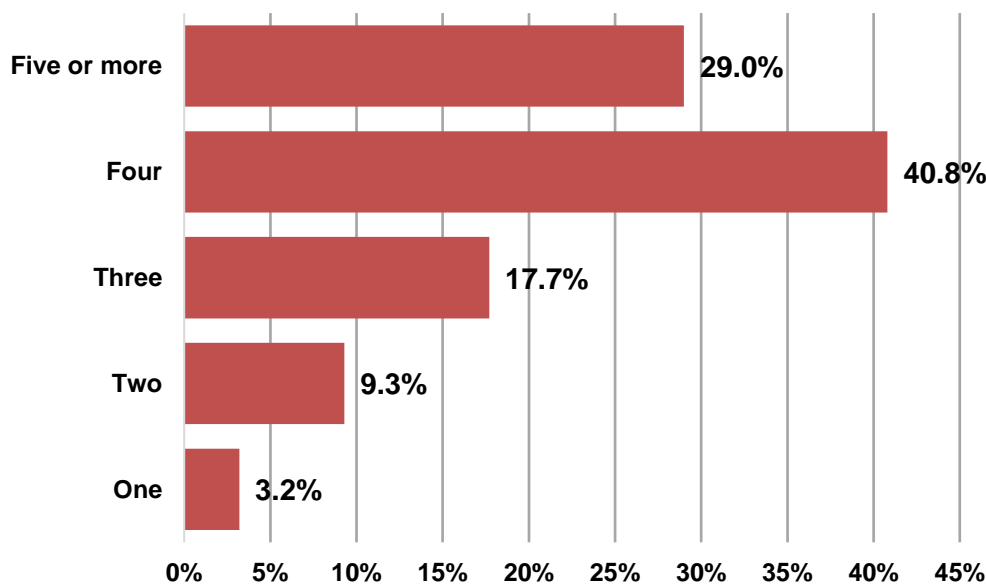
When asked about the number of their parents'/guardians' dependents enrolled in college, just under two-thirds said that they were the only dependent in the household enrolled in college (63.6%).

**Figure 12: Parents'/Guardians' Dependents Enrolled in College (N=2,463)**
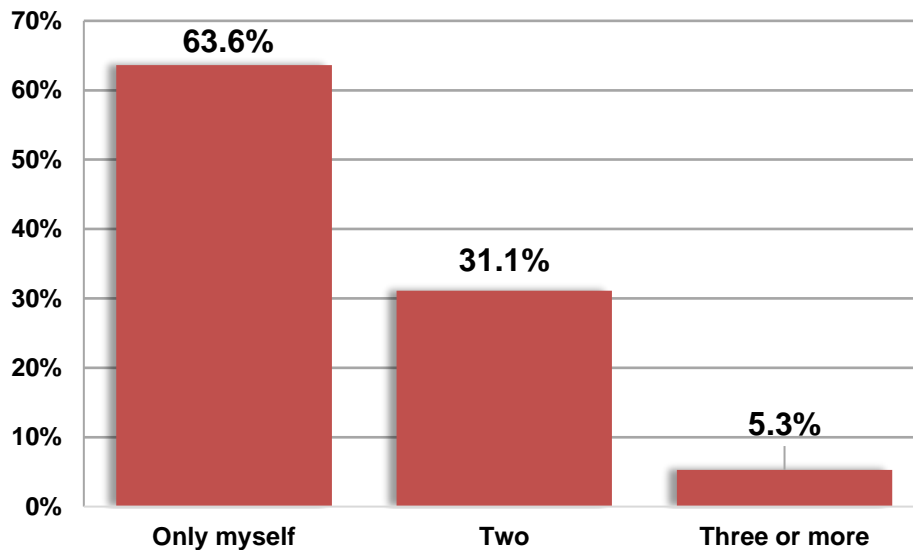


## In Their Own Words: Anticipating Life at NC State

Incoming freshmen 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 in two open-ended questions. Responses were categorized in to a variety of topics, as reported below.

What Students Are Excited About (Table 28)

Table 28 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 (16.6%), learning (13.6%), or the intellectual environment of NC State (13.3%). Other topics that made up at least five percent of all response codes included: adapting to NC State (10.6%), campus life (10.1%), independence (8.2%), opportunities (7.3%), and career planning (5.0%).

**Table 28: What Students are Excited About (N category codes = 3,288*)**

|  | N | % |
|---|---:|---:|
| Social Life | 547 | 16.6% |
| Learning | 446 | 13.6% |
| Intellectual Environment | 436 | 13.3% |
| Adapting to NC State | 348 | 10.6% |
| Campus Life | 332 | 10.1% |
| Independence | 270 | 8.2% |
| Opportunities | 240 | 7.3% |
| Career Planning | 164 | 5.0% |
| Academic Performance | 111 | 3.4% |
| Diversity | 71 | 2.2% |
| Cocurricular Activities | 69 | 2.1% |
| Instruction | 69 | 2.1% |
| Spirit and Pride | 47 | 1.4% |
| Housing | 38 | 1.2% |
| Racial/Ethnic Issues | 37 | 1.1% |
| Registration | 16 | 0.5% |
| Transportation | 13 | 0.4% |
| Finances | 11 | 0.3% |
| Health | 11 | 0.3% |
| Other | 12 | 0.5% |

*Some student responses were included in more than one category. "N category codes = 3,288" 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 people with similar goals as me and working together."
- "I am most excited about making new friends, being in like-minded communities and organizations, and taking advantage of all that NC State has to offer."
- "I'm excited to meet new people, go out of my comfort zone, move to a new city, and learn how to make a solid schedule to follow."

*Learning*

- "I am most excited to study my major and meet people who are connected to it."
- "I am excited to learn and develop my skills in my chosen field."
- "I'm most excited to take meaningful classes on topics that I enjoy."

*Campus Life*

- I am excited about the many clubs and organizations available."
- "I am very excited for the change in atmosphere and the opportunities NC State brings. There are so many chances at State to be involved and grow which I fully plan on joining in on."
- "I am excited to get into the flow of life at school, especially attending all my classes and going to athletic and school events."

*Career Planning*

- "Getting involved in various campus organizations and working towards my future career path."
- "The opportunity to meet new people and make connections for the future. As well as the job opportunities available coming out of college."
- "The opportunity that N.C. State and the Triangle area offer for employment and career growth."

*Diversity*

- "Being able to experiences new things and meet new people from different cultures."
- "The atmosphere and the diverse community, there's something for everyone it seems."
- "I am most excited to become a part of such a diverse community of students. Every day I will have the opportunity to meet students and faculty from different backgrounds and cultures."

*Spirit and Pride*

- "I am excited about being a part of a community that has pride for their school in both academics and athletics."
- "I want to meet new people and be part of a community that I can be proud of and remember for the rest of my life."
- "I am most excited about the sense of family that NC State provides. I've never seen a campus with more school spirit and togetherness than NC State."

## What Students are Concerned About (Table 29)

Table 29 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 (19.8%) and adapting to NC State (18.9%). 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 (13.9%), independence (10.8%), and time management (9.1%).

**Table 29: What Students are Excited About (N category codes = 2,734\*)**

|  | N | % |
|---|---|---|
| Academic Performance | 540 | 19.8% |
| Adapting to NC State | 517 | 18.9% |
| Social Life | 381 | 13.9% |
| Independence | 294 | 10.8% |
| Time Management | 250 | 9.1% |
| Health | 118 | 4.3% |
| Instruction | 105 | 3.8% |
| Campus Life | 92 | 3.4% |
| Learning | 81 | 3.0% |
| Housing | 76 | 2.8% |
| Intellectual Environment | 73 | 2.7% |
| Finances | 53 | 1.9% |
| Registration | 44 | 1.6% |
| Transportation | 42 | 1.5% |
| Safety | 39 | 1.4% |
| Career Planning | 36 | 1.3% |
| Racial/Ethnic Issues | 18 | 0.7% |
| Opportunities | 10 | 0.4% |
| Other | 28 | 1.4% |

\*Some student responses were included in more than one category. "N category codes = 2,734" 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*

- "I am most nervous about starting strong academically. The first semester grades are crucial for academic success and completing your academics on time."
- "Getting adjusted to collegiate academics and making good grades."
- "I'm most nervous about maintaining my commitments to extracurriculars while still keeping good grades."

*Adapting to NC State*

- "I am most concerned/nervous about learning my way around campus, and getting comfortable with my resources and surroundings."
- "I am nervous about finding time for personal wellness and different campus organizations on top of my classes.
- "The size of the university and staying on top of studies."

*Time Management*

- "Trying to balance academic work with extracurricular activities."
- "I am most nervous about time management and how I will accurately adjust to college life."
- "I am nervous about maintaining my time management, and not getting behind on my academics."

*Independence*

- "Being on my own for the first time."
- "Living on my own and learning to manage all the responsibilities with a social life."
- "I am nervous about making new friends and being away from my family."

*Housing*

- "I am most concerned about living with a stranger for a year in my dorm."
- "Living with people I don't know."
- "I am most concerned about my roommate situation, as I'm rooming with someone I don't know and never met."

*Finances*

- "I am concerned about paying for my necessities, since I will be on my own."
- "I am most concerned about finding a job in my first semester and being able to pay for college."
- "Being financially responsible; managing time and stressors."