

NC STATE UNIVERSITY

2019 Incoming Freshmen Survey: Overall Results

Introduction

This overview report presents findings from all incoming first year students participating in the 2019 Incoming Freshmen Survey. The survey asks about 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 demographic characteristics. For information about survey methods and analyses, a copy of the survey instrument with exact question wording, and reports with breakdowns by gender, race/ethnicity, and college, see "[2019 Incoming Freshmen Survey: Table of Contents](#)."

A total of 4,772 incoming first year students enrolled in four-year degree-seeking programs were eligible to complete the 2019 Incoming Freshmen Survey and have their responses included in final analyses; 2,823 eligible students participated in the survey for a response rate of 59.2%.

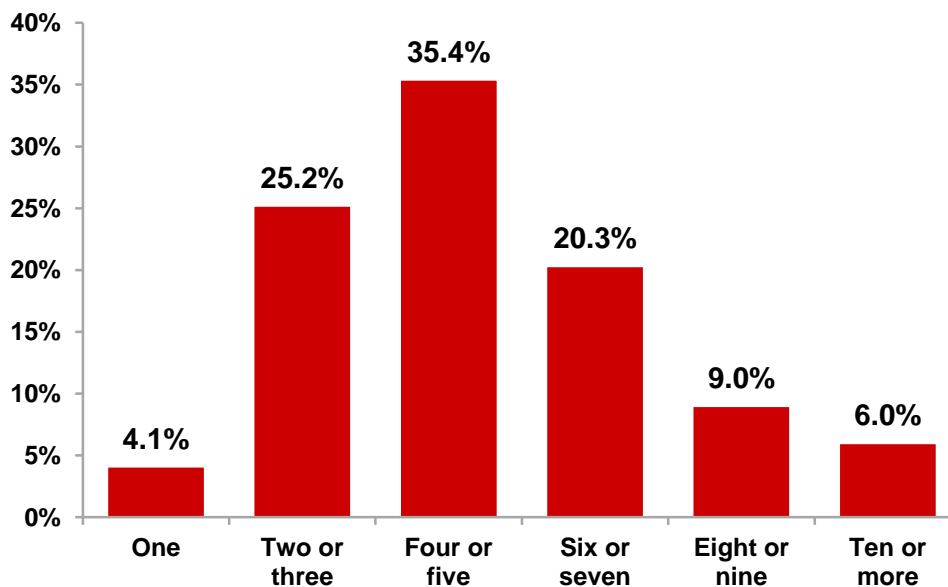
Experiences Prior to Enrolling at NC State

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 students were first asked how many colleges/universities they applied to for admission, including NC State. Over 70 percent reported that they had applied to at least four colleges/universities, including NC State, with 15 percent saying they applied to at least eight. Four 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=2,822)



NC State as First Choice of Colleges to Attend (Table 1)

Almost two-thirds of incoming first year students said that NC State was their top choice college to attend (64.4%), with four percent saying that NC State was their “only choice” and 60.4 percent saying NC State was their “first choice.” However, nearly one-in-ten enrolled first year students participating in the survey said that NC State was their third choice or below of colleges to attend.

The College of Agriculture and Life Sciences saw the highest percentage of students reporting that NC State was their top choice college, with over 80 percent saying it was their “only” (8.8%) or “first choice” (72.0%). The Wilson College of Textiles (78.4%) and the College of Education (71.2%) also had a significant amount of respondents saying that NC State was either their “only” or “first choice” university to attend.

Students in the Poole College of Management (58.9%), the College of Sciences (56.9%), and the College of Humanities and Social Sciences (53.9%) had the lowest reported rates of NC State being their top choice university. Those entering in the College of Sciences (11.5%) and the College of Engineering (11.2%) were most likely to report that NC State was their “third choice or below” of universities to attend.

Table 1: NC State as First Choice of Colleges 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%	72.0%	16.6%	2.6%	307
Design	3.0%	69.7%	21.2%	6.1%	66
CED	1.7%	69.5%	22.0%	6.8%	59
COE	3.3%	59.8%	25.6%	11.3%	905
CNR	3.7%	60.2%	26.9%	9.3%	108
HSS	3.9%	50.0%	29.1%	16.9%	254
COS	2.9%	54.0%	31.6%	11.5%	383
WCOT	6.7%	71.7%	15.0%	6.7%	60
PCOM	4.9%	54.0%	33.2%	8.0%	226
University College	2.3%	64.6%	27.4%	5.6%	390
<i>Total</i>	4.0%	60.4%	26.3%	9.4%	2,758

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

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 potential factors asked about influenced their decision.

“Academic reputation” (25.4%) was most likely to be reported as being the *single most influential factor* in deciding to attend NC State by respondents, followed by “availability of program” (17.6%), “level of support for my intended major” (12.3%), and “future career opportunities” (9.9%). “Cost” (6.8%) and “location” (6.1%) were also rated as the most influential factor by a sizable number of students. Less than five percent selected any one of the other factors asked about as being the most influential factor.

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

	%	N
Academic reputation	25.4%	700
Availability of program	17.6%	487
Level of support for my intended major	12.3%	340
Future career opportunities	9.9%	274
Cost	6.8%	187
Location	6.1%	169
Facilities and resources available	2.9%	81
Campus visit/recruitment event(s)	2.8%	77
Financial aid available	2.5%	68
Scholarships available	2.4%	65
Recommended by a friend, family member, teacher, counselor, etc.	2.2%	61
Acceptance into University College – Exploratory Studies	2.2%	61
Contact with a current student	1.1%	29
Extracurricular opportunities	0.8%	22
Commitment to the environment and sustainability	0.8%	21
NC State's commitment to diversity	0.6%	17
Size	0.4%	12
Contact with a faculty or staff member	0.4%	10
Number of hours credited	0.3%	9
Contact with a graduate	0.2%	5
University Recreation programs	0.2%	6
Library spaces and services	0.2%	5
Attendance at a College Fair or high school visit	0.1%	3
Communications from NC State, excluding from the Admissions Office	0.1%	2
Communications from the NC State Admissions Office	0.0%	1
Other	1.8%	49
<i>Total</i>	<i>100%</i>	<i>2,761</i>

While a majority of incoming first year students 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 students were most likely to say that *academic reputation* had a positive influence on their decision to attend NC State, as almost 90 percent reported that it had either a “very strong” (45.2%) or “strong influence” (43.8%). A sizable number of incoming students also indicated that *future career opportunities* (88.3%) and *availability of program* (86.7%) had a “very strong” or “strong influence” on their decision. Incoming first year students 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, with more than three-fourths of respondents reporting that each item had a “very strong” or “strong influence.”

Among the factors least likely to be influential in students’ decisions to attend NC State were *communications from NC State, excluding from the Admissions Office; contact with a faculty or staff member; and attendance at a college fair or high school visit*. Forty-seven percent of respondents rated *communications from NC State, excluding from the Admissions Office* as having a “weak” (28.1%) or “very weak influence” (18.8%). More than 40 percent of respondents indicated that *contact with a faculty or staff member* (26.1% “weak” and 18.7% “very weak influence”) and *attendance at a college fair or high school visit* (23.3% “weak” and 18.2% “very weak influence”) had little or no influence on their decision to attend NC State.

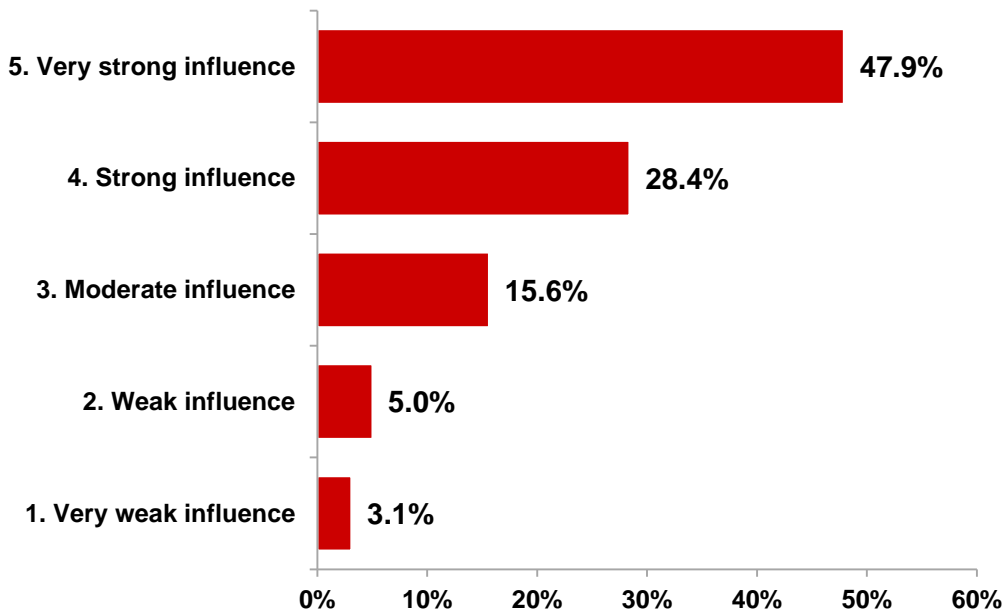
Over 70 percent reported that their acceptance into Exploratory Studies in University College had a positive influence on their decision to attend NC State. However, all survey respondents were given the opportunity to respond to this item, even if they were not enrolled in University College. Figure 2 below outlines responses to this item for only students who are enrolled in University College. Over 90 percent enrolled in University College said their acceptance to Exploratory Studies had a positive influence on their decision to attend NC State, with 47.9 percent saying it had a “very strong influence,” 28.4 percent saying it had a “strong influence,” and 15.6 saying it had a “moderate influence.”

A relatively small number of respondents (N=260) 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: “campus life,” “undergraduate research opportunities,” “community environment,” “overall support and atmosphere,” and “living learning communities.”

Table 3: Factors That Influenced Decision to Attend NC State

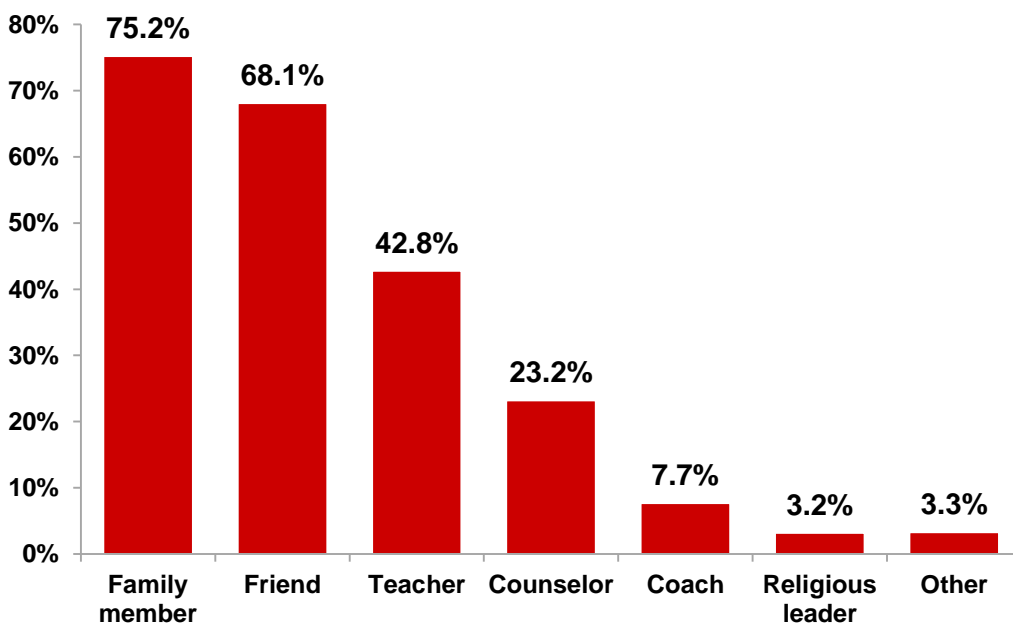
	Mean	5: Very strong influence	4: Strong influence	3: Moderate influence	2: Weak influence	1: Very weak influence	N
Availability of program	4.4	57.1%	29.6%	9.9%	2.5%	0.9%	2,798
Future career opportunities	4.4	54.2%	34.1%	9.8%	1.2%	0.7%	2,752
Academic reputation	4.3	45.2%	43.8%	10.0%	1.0%	0.1%	2,813
Facilities and resources available	4.2	41.4%	39.2%	16.0%	2.6%	0.8%	2,791
Level of support for my intended major	4.1	41.5%	36.0%	17.1%	3.9%	1.5%	2,752
Location	3.9	31.0%	36.5%	23.8%	6.2%	2.5%	2,796
Library spaces and services	3.7	23.8%	34.2%	30.7%	8.1%	3.3%	2,714
Campus visit/recruitment event(s)	3.5	23.4%	29.8%	29.0%	10.7%	7.1%	2,581
Cost	3.5	23.3%	28.0%	32.9%	11.8%	4.0%	2,755
Recommended by a friend, family member, teacher, counselor, etc.	3.5	22.6%	29.5%	29.5%	11.6%	6.8%	2,648
Extracurricular opportunities	3.5	18.5%	33.3%	32.9%	10.2%	5.2%	2,702
Acceptance into University College – Exploratory Studies	3.3	24.3%	22.1%	24.8%	16.0%	12.9%	1,260
NC State's commitment to the environment and sustainability	3.3	18.2%	24.6%	32.8%	16.2%	8.3%	2,673
University Recreation facilities and programs	3.3	13.4%	27.8%	37.5%	14.0%	7.3%	2,630
Contact with a current student	3.2	17.3%	25.1%	31.8%	16.3%	9.6%	2,215
Size	3.2	13.9%	26.1%	36.8%	17.2%	5.9%	2,761
Financial aid available	3.0	18.5%	18.3%	25.8%	23.1%	14.4%	2,531
Scholarships available	3.0	15.6%	17.4%	31.2%	24.1%	11.8%	2,602
Contact with a graduate	3.0	14.3%	19.7%	29.1%	20.9%	16.0%	1,790
NC State commitment to diversity	3.0	13.0%	20.6%	35.0%	17.9%	13.6%	2,708
Attendance at a College Fair or high school visit	2.8	9.8%	16.9%	31.8%	23.3%	18.2%	1,868
Number of hours credited	2.8	7.5%	16.8%	36.6%	23.7%	15.3%	2,514
Contact with a faculty or staff member	2.7	9.0%	16.4%	29.8%	26.1%	18.7%	1,742
Communications from NC State, excluding from the Admissions Office	2.6	5.7%	12.8%	34.6%	28.1%	18.8%	2,106
Other (please specify)	4.5	67.3%	17.7%	13.5%	0.8%	0.8%	266

Figure 2: Influence of Acceptance Into University College on Decision to Attend NC State (among those enrolled in University College at the beginning of the Fall 2019 semester; N=384)



Respondents who said the *recommendation by a friend, family member, teacher, counselor, etc.*, had a “very strong” or “strong influence” on their decision to attend NC State were asked a follow-up question to specify who had an influence on their decision; respondents were able to select more than one response option. Three-fourths of these respondents said that a “family member” influenced their decision to attend NC State, while more than two-thirds said that a friend influenced their decision.

Figure 3: Specific Others Who Influenced Decision to Attend NC State



Among the few students who selected the “other” response option to this follow-up item, some examples offered were: “mentor,” “Student Ambassador,” “NC State graduates,” “NCSU employee,” and “boss.”

Satisfaction with NC State Admissions Process (Table 4)

Incoming first year students were asked to reflect back to when they applied for admission 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 well over 95 percent saying they were either “very” (54.0%) or “moderately satisfied” (42.6%) with the NC State admissions process.

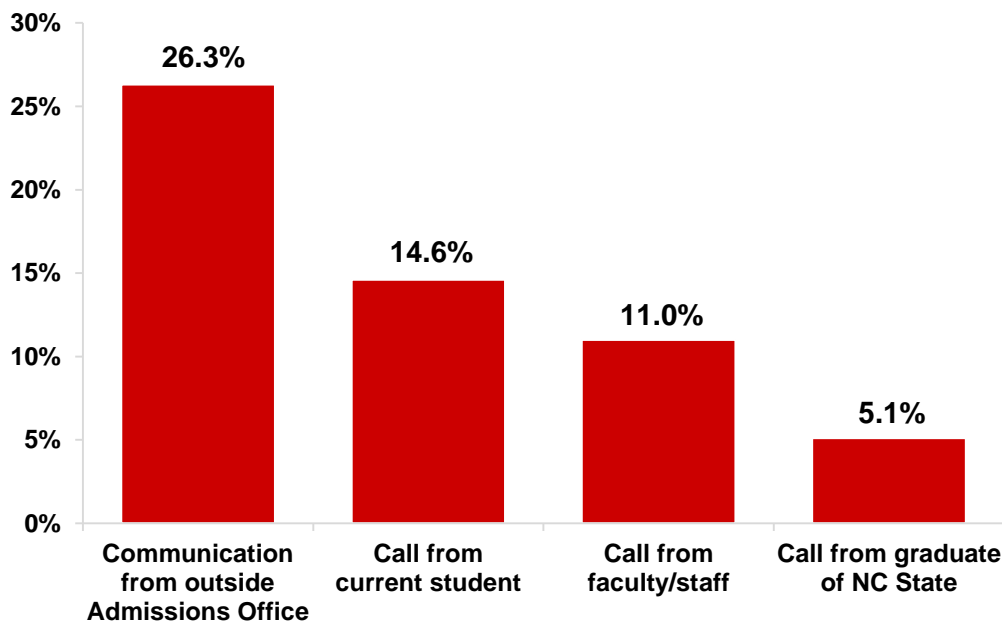
Table 4: Satisfaction with NC State Admissions Process

	%	N
4: Very satisfied	54.0%	1,479
3: Moderately satisfied	42.6%	1,166
2: Moderately dissatisfied	2.6%	72
1: Very dissatisfied	0.7%	20
<i>Total</i>	<i>100%</i>	<i>2,737</i>

Contact with NC State Representative after Applying for Admission (Figure 4)

Respondents were also asked if they had received various types of communications from NC State representatives after applying for admission. More than one-fourth of respondents (26.3%) said they received a *communication from someone other than the 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* (14.6%), *an NC State faculty or staff member* (11.0%), or from a *graduate of NC State* (5.1%).

Figure 4: Contact with NC State Representative after Applying for Admission



Students who said that they received a *communication from someone other than the Admissions Office* were given the opportunity to specify who they received a communication from. Some examples identified included: “Student Alumni Association,” “New Student Programs,” “Goodnight Scholars Program,” “Multicultural Scholars,” “Wolfpack Club,” and “Department of Global Programs.” Many academic units on campus were also identified by a number of incoming students.

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)

When asked to report what their primary goal or objective was for attending NC State, half of respondents said it was to earn a “bachelor’s degree in preparation for a career” (50.3%), while just under half said it was to earn a “bachelor’s degree as preparation for graduate or professional school” (46.0%).

Table 5: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree or certificate in preparation for career	50.3%	1,367
Bachelor's degree for grad school preparation	46.0%	1,252
Improve knowledge/skills for current profession	1.8%	50
Courses for personal interest	0.7%	18
Bachelor's degree for career change preparation	0.3%	7
Other	1.0%	26
<i>Total</i>	<i>100%</i>	<i>2,720</i>

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

Incoming first year students were also asked to estimate the amount of time they intended to take to earn their bachelor’s degree at NC State. While 78.8 percent said they expect to graduate from NC State in four years, 14.3 percent indicated that they would complete their bachelor’s degree in less than four years, and 6.7 percent said they would take more than four years to complete their bachelor’s degree.

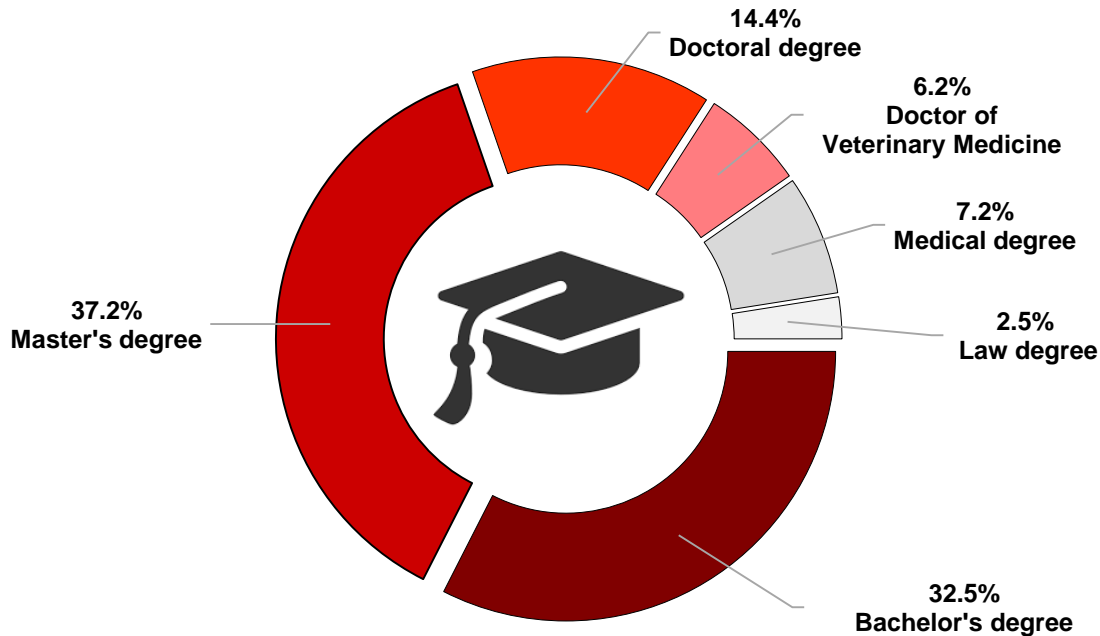
Table 6: Time Anticipated to Complete Bachelor’s Degree

	%	N
Less than 4 years	14.3%	336
4 years	78.8%	1,849
4 1/2 years	2.9%	67
5 years	3.6%	85
5 1/2 years	0.2%	5
Do not intend to complete bachelor's degree at NC State	0.2%	5
<i>Total</i>	<i>100%</i>	<i>2,347</i>

Highest Level of Education Anticipated to Complete (Figure 5)

When asked to identify the highest level of education they planned to complete, two-thirds of respondents reported that they intended to earn a degree beyond a bachelor’s degree, with 30 percent reporting they plan to pursue a doctoral or professional degree.

Figure 5: Highest Level of Education Anticipated to Complete (N=2,347)



Certainty of College Major (Table 7)

More than three-fourths of incoming first year students reported that they were either “very certain” (31.7%) or “certain” (45.6%) in their choice of college major; however, levels of certainty varied by college. Students in the College of Design and the College of Agriculture and Life Sciences were most likely to be sure about their choice of college major, with about 90 percent in each college saying they were either “very certain” or “certain” about their choice.

Students in University College, where students enter NC State without a declared major, were not surprisingly the most likely to report being uncertain, with more than one-in-five saying they were “very uncertain” (21.2%) and over 40 percent saying they were “uncertain” (41.4%).

Students in the College of Education also expressed high levels of uncertainty in their choice of major, with 17.2 percent saying they were “uncertain” and a relatively high percentage saying they were “very uncertain” (6.9%).

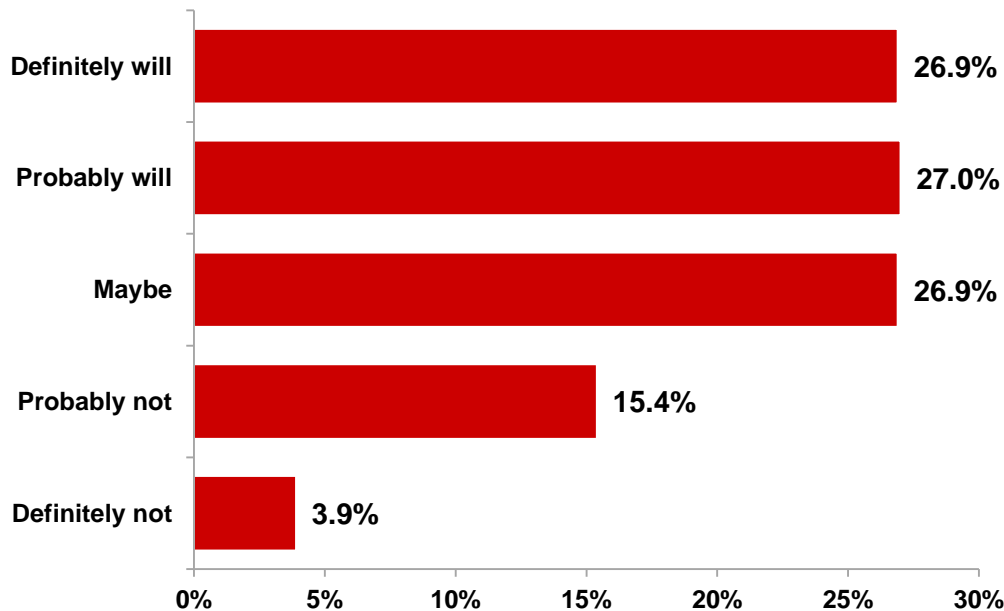
Table 7: Certainty of College Major

College/School	Certainty of College Major				N
	Very certain	Certain	Uncertain	Very uncertain	
CALS	46.1%	43.8%	8.6%	1.6%	304
Design	55.4%	35.4%	9.2%	.	65
CED	43.1%	32.8%	17.2%	6.9%	58
COE	32.9%	53.7%	12.9%	0.6%	894
CNR	35.2%	41.9%	21.9%	1.0%	105
HSS	34.1%	43.3%	19.0%	3.6%	252
COS	29.8%	50.1%	18.2%	1.8%	379
WCOT	45.0%	41.7%	11.7%	1.7%	60
PCOM	28.1%	52.0%	17.2%	2.7%	221
University College	10.7%	26.7%	41.4%	21.2%	382
<i>Total</i>	31.7%	45.6%	18.4%	4.4%	2,720

Likelihood of Study Abroad Program Participation (Figure 6)

Incoming first year students overwhelmingly reported that it was likely they would participate in a Study Abroad program while an undergraduate student at NC State, with 26.9 percent saying they “definitely will” participate, and 27 percent saying they “probably will.” Four percent said they would “definitely not” participate in a Study Abroad program.

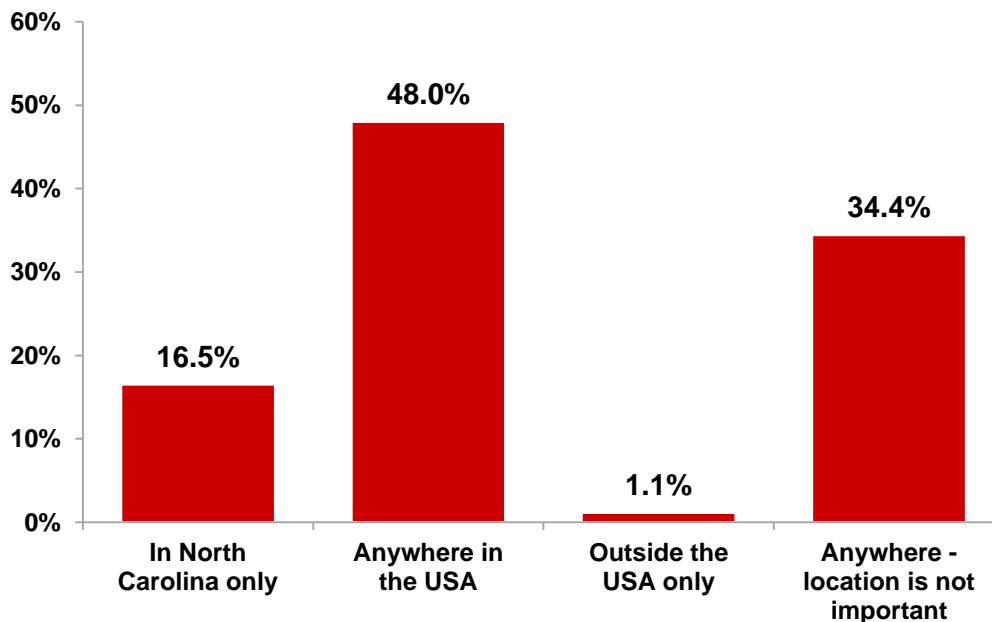
Figure 6: Likelihood of Study Abroad Program Participation (N=2,352)



Intended Employment Location after Graduation (Figure 7)

Incoming first year students were asked to indicate the general location in which they intend to seek employment after graduation; students who said that they were not planning on seeking work immediately after graduation were excluded from analysis. Among respondents, 16.5 percent reported that they will be seeking work “in North Carolina only” after graduation, while 48 percent said that they would seek work “anywhere in the USA” and one percent said that they would seek work “outside the USA only.” Just over one-third said that they would seek work “anywhere – location is not important” (34.4%).

Figure 7: Intended Employment Location after Graduation (N=1,906)



Development and Importance of Goals Held by NC State (Tables 8-14)

Incoming students were asked to what extent they had already acquired a number of skills related to goals that NC State holds for its incoming students, and how important each of those goals were to them. Overall, students believe each of these specific skills to be important, and although ratings for their current level of development were consistently lower than ratings for the importance of a given skills, they feel like they have a done a good job developing many of them before starting 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. When asked about the importance of such goals, personal development and world view goals were seen as more important than to those related to general education goals.

Average ratings of students’ current level of development for all 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 first year students indicated that their current level of development for any of the goals was “poor,” one-third or more reported that their current level of development was “excellent” for only 19 of the 49 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 first year students were most likely to say that their current level of development was “excellent” for include:

- Ability to work with people from diverse backgrounds (54.9% “excellent”)
- Taking responsibility for my own behavior (49.1%)
- Believing more time and effort will lead to increased learning (48.2%)
- Valuing learning as a lifelong process (46.0%)
- Appreciating differences in sexual orientation (43.2%)
- Ability to plan and carry out projects independently (42.8%)
- Working effectively as part of a team (42.6%)
- Sensitivity to issues associated with racial equity (42.4%)

Goals for which incoming first year students were most likely to say that their current level of development was “fair” or “poor” on include:

- Time management (41.0% “fair” or “poor”)
- Capacity to engage with/respond to artistic works and evaluate significance (40.4%)
- Speaking effectively (40.3%)
- Ability to manage ongoing stressors (35.9%)
- Applying social science methods to understand human behavior (33.0%)
- Gaining clarity in my future career direction (30.7%)

Average ratings for the importance of the 49 individual goals asked about range from a high of 3.9 to a low of 3.0 (on a 4-point scale). At least half of respondents rated all but three of the goals asked about as “very important,” and for only 10 goals do more than five percent of respondents say that the goal is either “slightly” or “not at all important” to them.

Goals most likely to be seen as “very important” by incoming first year students include:

- Time management (87.9% “very important”)
- Taking responsibility for my own behavior (86.1%)
- Ability to set and accomplish goals (83.9%)
- Experiencing personal growth (83.8%)
- Ability to manage ongoing stressors (82.8%)
- Working effectively as part of a team (82.7%)
- Ability to work with people from diverse backgrounds (82.7%)
- Listening attentively (82.6%)
- Seeing projects through to completion (82.6%)
- Ability to plan and carry out projects independently (80.0%)

Goals most likely to be considered by incoming first year students as “not at all important” or only “slightly important” to them currently include:

- Capacity to engage with/respond to artistic works and evaluate their significance (26.8% “not at all important” or “slightly important”)
- Appreciating the humanities (17.0%)
- Applying social science methods to understand human behavior (13.6%)
- Appreciating differences in sexual orientation (12.1%)
- Sensitivity to issues associated with gender equity (9.2%)
- Applying scientific methods of inquiry (8.8%)

General Education Goals

Overall, respondents reported that they felt 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 half of the 22 general education goals asked about, and over 70 percent said their current level of development was “excellent” or “good” to 19 of the 22 goals. They were most likely to say that their current level of development was “excellent” for *ability to plan and carry out projects independently* (42.8%), *listening attentively* (40.6%), *using technologies appropriate to my discipline* (39.1%), and *understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just* (36.9%). While a majority of incoming first year students 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 *capacity to engage with/respond to artistic works and evaluate their significance* (40.4%) and *speaking effectively* (40.3%).

Table 8: 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	42.8%	46.2%	10.0%	0.9%	2,677
Development: Listening attentively	3.3	40.6%	47.2%	11.1%	1.0%	2,697
Development: Using technologies appropriate to my discipline	3.2	39.1%	46.0%	13.6%	1.3%	2,683
Development: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.2	36.9%	47.5%	14.0%	1.5%	2,627
Development: Comprehending written and oral information	3.2	31.3%	54.2%	13.2%	1.2%	2,696
Development: Gathering relevant information or evidence	3.2	30.4%	55.6%	13.3%	0.7%	2,678
Development: Using mathematical skills	3.1	34.4%	42.7%	19.5%	3.5%	2,687
Development: Questioning my assumptions and considering points of view that conflict with mine	3.1	31.9%	49.9%	16.8%	1.4%	2,661
Development: Keeping my personal data and devices secure	3.1	30.7%	49.1%	17.9%	2.3%	2,636
Development: Identifying a problem/concept and articulating its components	3.1	29.1%	55.0%	15.3%	0.6%	2,660
Development: Considering all options when solve problems and think through implications of select one alternative over another	3.1	29.1%	53.8%	16.3%	0.9%	2,667
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.1	28.5%	54.8%	15.8%	1.0%	2,664
Development: Applying analytic skills	3.1	28.3%	52.6%	18.0%	1.2%	2,662
Development: Appreciating the humanities	3.0	31.7%	42.8%	21.3%	4.2%	2,625
Development: Reflecting on my own work	3.0	28.8%	48.6%	19.7%	3.0%	2,650
Development: Creating/distributing info and knowledge using multiple communication forms	3.0	27.2%	48.1%	22.0%	2.7%	2,676
Development: Solving real world problems in ways that demonstrate imagination/creativity	3.0	24.4%	50.9%	22.7%	2.0%	2,643
Development: Writing effectively	3.0	22.1%	53.2%	22.9%	1.8%	2,688
Development: Applying scientific methods of inquiry	2.9	23.7%	50.0%	23.0%	3.2%	2,656
Development: Applying social science methods to understand human behavior	2.8	21.5%	45.5%	28.0%	5.0%	2,576
Development: Capacity to engage with/respond to artistic works and evaluate significance	2.7	25.9%	33.7%	29.0%	11.4%	2,624
Development: Speaking effectively	2.7	19.8%	39.9%	32.3%	8.0%	2,697

Students on average rated their importance of the general education goals asked about higher than that of their current level of development on them. Over 90 percent rated 19 of the 22 general education goals as being “very important” or “moderately important” to themselves, and were most likely to rate *listening attentively* (82.6%), *ability to plan and carry out projects independently* (80.0%), *comprehending written and oral information* (79.8%), and *considering all options when solving a problem and thinking through the implications of selecting one alternative over another* (77.7%) as being “very important” to them. Incoming students were most likely to consider *capacity to engage with/respond to artistic works and evaluate their significance* (26.8%), *appreciating the humanities* (17.0%), *applying social science methods to understand human behavior* (13.6%), *applying scientific methods of inquiry* (8.8%), *creating/distributing information and knowledge using multiple communication forms* (6.2%), and *using mathematical skills* (6.1%) to be “slightly” or “not at all important.”

Table 9: 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	82.6%	16.2%	1.0%	0.2%	2,643
Importance: Ability to plan and carry out projects independently	3.8	80.0%	18.4%	1.4%	0.2%	2,629
Importance: Comprehending written and oral information	3.8	79.8%	19.1%	1.0%	0.0%	2,638
Importance: Considering all options when solve problems and think through implications of select one alternative over another	3.8	77.7%	21.3%	0.9%	0.1%	2,628
Importance: Speaking effectively	3.7	76.9%	21.3%	1.7%	0.2%	2,644
Importance: Keeping my personal data and devices secure	3.7	76.8%	21.4%	1.7%	0.1%	2,627
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.7	76.2%	22.2%	1.5%	0.1%	2,616
Importance: Gathering relevant information or evidence	3.7	75.4%	23.7%	0.7%	0.2%	2,626
Importance: Identifying a problem/concept and articulating its components	3.7	74.7%	24.3%	0.8%	0.2%	2,629
Importance: Applying analytic skills	3.7	72.6%	25.2%	2.2%	0.0%	2,616
Importance: Using technologies appropriate to my discipline	3.7	72.4%	25.8%	1.7%	0.0%	2,629
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.7	69.3%	27.6%	2.8%	0.3%	2,623
Importance: Reflecting on my own work	3.6	67.0%	29.7%	3.2%	0.1%	2,620
Importance: Questioning my assumptions and considering points of view that conflict with mine	3.6	66.9%	30.1%	2.7%	0.2%	2,631
Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, sound, and socially just	3.6	66.6%	28.1%	4.7%	0.5%	2,612
Importance: Writing effectively	3.6	66.4%	30.1%	3.3%	0.2%	2,644
Importance: Using mathematical skills	3.6	63.9%	30.0%	5.3%	0.8%	2,636
Importance: Creating/distributing info and knowledge using multiple communication forms	3.5	53.8%	40.1%	5.9%	0.3%	2,639
Importance: Applying scientific methods of inquiry	3.4	54.5%	36.7%	7.9%	0.9%	2,622
Importance: Applying social science methods to understand human behavior	3.3	44.0%	42.5%	12.0%	1.6%	2,577
Importance: Appreciating the humanities	3.2	42.2%	40.8%	14.6%	2.4%	2,588
Importance: Capacity to engage with/respond to artistic works and evaluate significance	3.0	34.5%	38.7%	22.2%	4.6%	2,613

Personal Development Goals

At least two-thirds of respondents gave a rating of “excellent” or “good” to all but two of the 19 personal development goals asked about. They were most likely to say that their current level of development was “excellent” for *taking responsibility for my own behavior* (49.1%), *believing more time and effort will lead to increased learning* (48.2%), *valuing learning as a lifelong process* (46.0%), *working effectively as part of a team* (42.6%), and *experiencing personal growth* (40.9%). 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 either “fair” (31.6%) or “poor” (9.4%). In addition, at least 30 percent of respondents rated *ability to manage ongoing stressors* (35.9%) and *gaining clarity in my career direction* (30.7%) as being either “fair” or “poor.”

Table 10: 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	49.1%	43.8%	6.9%	0.2%	2,586
Development: Believing more time and effort will lead to increased learning	3.4	48.2%	43.9%	7.3%	0.7%	2,577
Development: Valuing learning as a lifelong process	3.4	46.0%	43.9%	9.4%	0.7%	2,583
Development: Working effectively as part of a team	3.3	42.6%	48.7%	8.1%	0.6%	2,590
Development: Experiencing personal growth	3.3	40.9%	47.8%	9.9%	1.4%	2,588
Development: Recognizing and acting on ethical principles	3.3	38.5%	52.1%	9.0%	0.4%	2,580
Development: Seeing projects through to completion	3.2	38.6%	48.2%	11.5%	1.7%	2,568
Development: Developing leadership skills	3.1	33.4%	48.4%	15.7%	2.5%	2,593
Development: Ability to set and accomplish goals	3.1	29.3%	56.0%	13.5%	1.2%	2,571
Development: Identifying alternatives when faced with setbacks	3.1	27.0%	55.5%	16.2%	1.3%	2,558
Development: Expressing my opinion when others disagree	3.0	30.9%	42.0%	22.0%	5.1%	2,562
Development: Viewing failure as an opportunity to learn	3.0	29.7%	42.3%	22.4%	5.5%	2,573
Development: Being involved in public and community affairs	3.0	28.6%	43.3%	23.6%	4.5%	2,591
Development: Developing and sustaining an active and healthy lifestyle	2.9	30.0%	40.9%	22.4%	6.6%	2,591
Development: Recovering from emotional setbacks	2.9	23.4%	46.8%	24.0%	5.9%	2,533
Development: Ability to reflect, review, self-regulate, and self-examine	2.9	23.1%	51.3%	23.0%	2.6%	2,576
Development: Gaining clarity in my future career direction	2.8	20.3%	48.9%	22.7%	8.0%	2,554
Development: Ability to manage ongoing stressors	2.7	17.9%	46.2%	28.2%	7.7%	2,582
Development: Time management	2.7	16.8%	42.2%	31.6%	9.4%	2,588

Over 95 percent of incoming first year students rated all but one of the 19 personal development goals as being “very” or “moderately important” to them. In particular, a large majority of students said that *time management* (87.9%), *taking responsibility for my own behavior* (86.1%), *ability to set and accomplish goals* (83.9%), *experiencing personal growth* (83.8%), *ability to manage ongoing stressors* (82.8%), *working effectively as part of a team* (82.7%), and *seeing projects through to completion* (82.6%) were either “very important” to them. The only item which more than five percent of respondents indicated as being “slightly” (5.5%) or “not at all important” (0.5%) was *being involved in public and community affairs*.

Table 11: 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	87.9%	11.3%	0.5%	0.2%	2,544
Importance: Taking responsibility for my own behavior	3.9	86.1%	12.9%	0.8%	0.2%	2,545
Importance: Ability to set and accomplish goals	3.8	83.9%	14.9%	1.0%	0.2%	2,545
Importance: Experiencing personal growth	3.8	83.8%	15.1%	1.0%	0.1%	2,548
Importance: Ability to manage ongoing stressors	3.8	82.8%	16.3%	0.7%	0.1%	2,546
Importance: Working effectively as part of a team	3.8	82.7%	15.8%	1.2%	0.3%	2,558
Importance: Seeing projects through to completion	3.8	82.6%	16.4%	1.0%	0.1%	2,547
Importance: Developing and sustaining an active and healthy lifestyle	3.8	78.1%	20.4%	1.4%	0.2%	2,548
Importance: Identifying alternatives when faced with setbacks	3.8	78.0%	20.9%	1.0%	0.1%	2,537
Importance: Recovering from emotional setbacks	3.8	77.5%	20.2%	2.2%	0.1%	2,520
Importance: Gaining clarity in my future career direction	3.8	77.4%	21.0%	1.4%	0.2%	2,547
Importance: Developing leadership skills	3.7	76.0%	21.6%	2.1%	0.3%	2,556
Importance: Viewing failure as an opportunity to learn	3.7	74.2%	23.6%	1.9%	0.3%	2,525
Importance: Ability to reflect, review, self-regulate, and self-examine	3.7	72.8%	25.1%	2.0%	0.0%	2,547
Importance: Valuing learning as a lifelong process	3.7	70.0%	26.0%	3.7%	0.4%	2,547
Importance: Recognizing and acting on ethical principles	3.7	69.6%	27.6%	2.6%	0.2%	2,557
Importance: Believing more time and effort will lead to increased learning	3.6	68.3%	28.6%	2.9%	0.3%	2,539
Importance: Expressing my opinion when others disagree	3.6	62.7%	32.8%	4.1%	0.4%	2,539
Importance: Being involved in public and community affairs	3.5	57.3%	36.8%	5.5%	0.5%	2,549

World View Goals

More than 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.” Incoming first year students were most likely to say that their current level of development was “excellent” for *ability to work with people from diverse backgrounds* (54.9%), *appreciating differences in sexual orientation* (43.2%), *sensitivity to issues associated with racial equity* (42.4%), and *understanding and respecting diverse cultures, values, and perspectives* (41.7%). Respondents were most likely to rate their current level of development as “fair” or “poor” for *understanding issues and problems facing the world* (21.0%) and *appreciating differences in sexual orientation* (20.5%).

Table 12: 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	54.9%	39.5%	5.3%	0.4%	2,494
Development: Sensitivity to issues associated with racial equity	3.3	42.4%	46.0%	10.6%	1.0%	2,464
Development: Understanding and respecting diverse cultures, values, and perspectives	3.3	41.7%	46.1%	11.0%	1.2%	2,504
Development: Appreciating differences in sexual orientation	3.2	43.2%	36.3%	15.0%	5.5%	2,460
Development: Sensitivity to issues associated with gender equity	3.2	39.4%	41.2%	15.6%	3.8%	2,442
Development: Understanding the present as it relates to historical events	3.2	36.1%	48.1%	14.2%	1.6%	2,488
Development: Understanding the commonality of human probs globally	3.2	34.2%	51.2%	13.4%	1.3%	2,467
Development: Understand issues and prob facing the world	3.0	26.4%	52.5%	19.2%	1.8%	2,504

Over 90 percent of respondents rated seven of the eight listed world view goals as “very” or “moderately important.” A rating of “very important” was given by at least three-fourths of respondents to *ability to work with people from diverse backgrounds* (82.7%), *understanding issues and problems facing the world* (78.5%), and *understanding and respecting diverse cultures, values, and perspectives* (78.3%). Respondents were most likely to say that *appreciating differences in sexual orientation* (12.1%) and *sensitivity to issues associated with gender equity* (9.2%) were either “slightly” or “not at all important” to them.

Table 13: Importance 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	82.7%	15.7%	1.4%	0.1%	2,487
Importance: Understand issues and prob facing the world	3.8	78.5%	20.1%	1.2%	0.2%	2,494
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.8	78.3%	19.5%	1.8%	0.4%	2,489
Importance: Sensitivity to issues associated with racial equity	3.7	73.6%	21.8%	3.6%	1.1%	2,469
Importance: Understanding the commonality of human probs globally	3.7	72.2%	24.9%	2.5%	0.4%	2,453
Importance: Understanding the present as it relates to historical events	3.6	67.1%	29.5%	3.1%	0.4%	2,468
Importance: Sensitivity to issues associated with gender equity	3.5	63.6%	27.1%	6.7%	2.5%	2,461
Importance: Appreciating differences in sexual orientation	3.5	62.0%	25.8%	8.1%	4.0%	2,445

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 high in development also ranked relatively high in importance compared to other goals asked about. Table 14 provides a comparison between ratings of respondents' current level of development of those skills and their importance of them. The goals listed in Table 14 are rank ordered based on the average ratings for current level of development, then each goal's rank in terms of perceived importance of the goal.

Goals that were rated relatively high in both development and importance (i.e., areas 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; working effectively as part of a team; ability to plan and carry out projects independently; experiencing personal growth; listening attentively; 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 the third lowest mean level of development. Other notable goals with relatively low ratings for both development and importance included: *applying social science methods to understand human behavior; applying scientific methods of inquiry; writing effectively; and being involved in public and community affairs.*

There are a few notable exceptions to goals having similar rankings, however. 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 in comparison. The "gap" between ratings of importance and development, goals in which students felt were highly important but rated their current level of development as being among the lowest of all goals asked about, was largest for:

- Time management (1st in importance [average rating 3.9] vs 49th in development [average rating 2.7])
- Ability to manage ongoing stressors (5th [3.8] vs 46th [2.7])
- Speaking effectively (20th [3.7] vs 48th [2.7])
- Gaining clarity in my career direction (17th [3.8] vs 45th [2.8])
- Developing and sustaining an active and healthy lifestyle (15th [3.8] vs 41st [2.9])
- Recovering from emotional setbacks (18th [3.8] vs 43rd [2.9])

Conversely, some goals were rated as relatively less important than others, but incoming first year students felt they were relatively better prepared on them. These include:

- Believing more time and effort will lead to increased learning (34th in importance [average rating 3.6] vs 3rd [average rating 3.4])
- Valuing learning as a lifelong process (33rd [3.7] vs 4th [3.4])
- Appreciating differences in sexual orientation (45th [3.5] vs 17th [3.2])
- Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just (39th [3.6] vs 14th [3.2])
- Sensitivity to issues associated with gender equity (42nd [3.5] vs 18th [3.2])
- Sensitivity to issues associated with racial equity (30th [3.7] vs 7th [3.3])
- Recognizing and acting on ethical principles (31 [3.7] vs 8th [3.3])
- Understanding the present as it relates to historical events & processes (37th [3.6] vs 15th [3.2])

Table 14: 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	3.9
Believing more time and effort will lead to increased learning	3	3.4	34	3.6
Valuing learning as a lifelong process	4	3.4	33	3.7
Working effectively as part of a team	5	3.3	9	3.8
Ability to plan and carry out projects independently	6	3.3	11	3.8
Sensitivity to issues associated with racial equity	7	3.3	30	3.7
Recognizing and acting on ethical principles	8	3.3	31	3.7
Experiencing personal growth	9	3.3	3	3.8
Understanding and respecting diverse cultures, values, and perspectives	10	3.3	16	3.8
Listening attentively	11	3.3	7	3.8
Seeing projects through to completion	12	3.2	6	3.8
Using technology appropriately	13	3.2	27	3.7
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	14	3.2	39	3.6
Understanding the present as it relates to historical events and processes	15	3.2	37	3.6
Understanding the commonality of human problems through a global perspective	16	3.2	29	3.7
Appreciating differences in sexual orientation	17	3.2	45	3.5
Sensitivity to issues associated with gender equity	18	3.2	42	3.5
Gathering relevant information or evidence	19	3.2	22	3.7
Comprehending written and oral information	20	3.2	10	3.8
Ability to set and accomplish goals	21	3.1	4	3.8
Developing leadership skills	22	3.1	24	3.7
Identifying a problem or concept and articulating its various components	23	3.1	23	3.7
Questioning my assumptions and considering points of view that conflict with my own	24	3.1	35	3.6
Considering all options when solving a problem or addressing an issue and thinking through the implications and consequences of selecting one alternative over another	25	3.1	14	3.8
Effectively analyzing and evaluating evidence, arguments, claims, and beliefs	26	3.1	21	3.7
Keeping my personal data and devices secure	27	3.1	19	3.7
Identifying alternatives when faced with setbacks	28	3.1	13	3.8
Applying analytic skills	29	3.1	28	3.7
Using mathematical skills	30	3.1	41	3.6
Understanding issues and problems facing the world	31	3.0	12	3.8
Reflecting on my own work	32	3.0	36	3.6
Appreciating the humanities	33	3.0	48	3.2
Creating and distributing information and knowledge using multiple communication forms, including text, video, graphics, etc.	34	3.0	44	3.5
Expressing my opinion when others disagree	35	3.0	40	3.6
Solving real world problems in ways that demonstrate imagination and creativity	36	3.0	32	3.7
Viewing failure as an opportunity to learn	37	3.0	25	3.7
Being involved in public and community affairs	38	3.0	43	3.5
Writing effectively	39	3.0	38	3.6
Ability to reflect, review, self-regulate, and self-examine	40	2.9	26	3.7
Developing and sustaining an active and healthy lifestyle	41	2.9	15	3.8
Applying scientific methods of inquiry	42	2.9	46	3.4
Recovering from emotional setbacks	43	2.9	18	3.8
Applying social science methods to understand human behavior	44	2.8	47	3.3
Gaining clarity in my career direction	45	2.8	17	3.8
Ability to manage ongoing stressors	46	2.7	5	3.8
The capacity to engage with and respond to artistic as creator, designer, performer, or audience member; and to evaluate their significance	47	2.7	49	3.0
Speaking effectively	48	2.7	20	3.7
Time management	49	2.7	1	3.9

Finances and Paying for College

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

Sources of Education Funding (Table 15)

Almost half of respondents reported that “\$10,000 or more” of their first year educational expenses would come from *family resources* (48.2%), and 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* (21.9%). While over half of incoming first year students said they would not have any loans (aid that must be repaid) for their first year of school (53.1%), more than one-third reported having \$3,000 or more in loans, with 8.8 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” (35.1%) or “none” (26.9%) to their first year educational expenses; just 2.7 percent reported that they would be contributing “\$10,000 or more.”

Table 15: 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.)	8.9%	8.1%	11.0%	10.8%	13.0%	48.2%	2,701
My own resources (savings from work, other income)	26.9%	35.1%	24.6%	8.1%	2.6%	2.7%	2,647
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	35.0%	7.1%	15.5%	11.8%	8.8%	21.9%	2,654
Aid that must be repaid (loans, etc.)	53.1%	3.3%	8.7%	20.6%	5.6%	8.8%	2,635
Other than above	91.6%	3.2%	2.1%	1.3%	0.4%	1.5%	1,965

FAFSA Submitted (Figure 9)

Almost 90 percent of respondents reported that they had submitted the Free Application for Federal Student Aid (FAFSA) (88.2%).

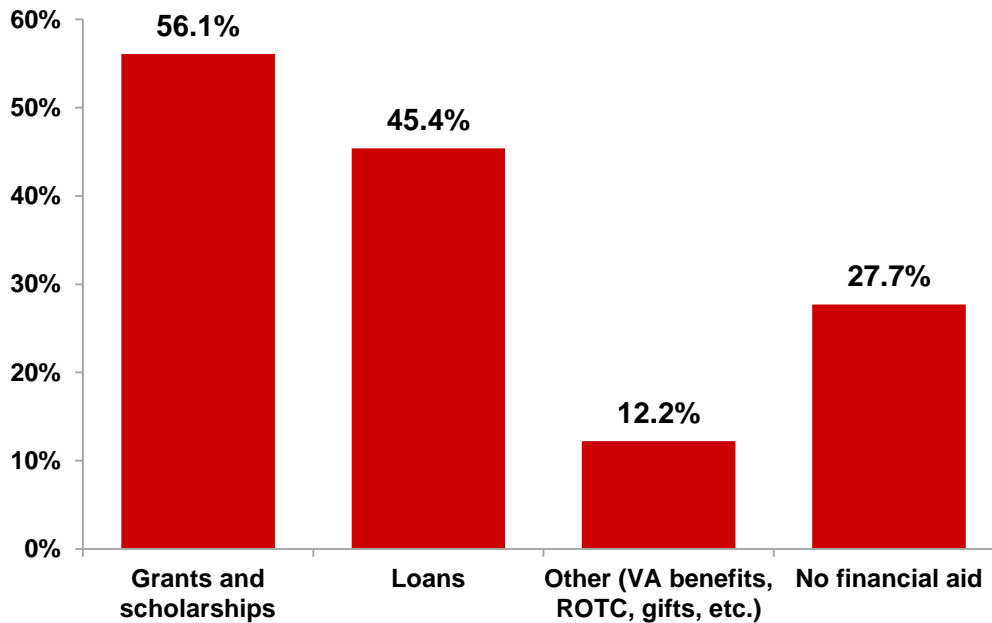
Figure 9: FAFSA Submitted (N=2,635)



Financial Aid Received (Figure 10)

When asked to identify what types of financial aid they had received, a majority of incoming first year students said they were receiving grants and scholarships (56.1%), while 45.4 percent said that they received loans to help pay for their education. Fewer students reported they were receiving some other type of financial aid (12.2%).

Figure 10: Financial Aid Received



Student Employment (Figures 11-12; Table 16)

Just over half of respondents reported that they would be employed during their first year of college (53.9%). Employed respondents were much more likely to say that they would be working on campus only (61.6%) than off campus only (21.7%). However, 16.7 percent said they would be working both on and off campus.

Relatively few incoming first year students said that they plan on working more than 20 hours per week, with the majority saying they would be working 10 hours or fewer per week. Respondents who said that they would be working off campus were slightly more likely than those planning to work on campus to report working either more than 20 hours per week (7.7% vs 6.1%, respectively) or just 1-10 hours per week (60.4% vs 58.3%, respectively). Respondents planning to work on campus were more likely than those planning to work off campus to say that they would be working in the range of 11-20 hours per week (35.5% vs 31.9%, 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. Nearly 40 percent of respondents said that they will be working 1-10 hours at both their on campus and off campus jobs, while 15.3 said they would work 11-20 hours at each of their on and off campus jobs. Three percent said they would work more than 20 hours both on campus and off campus during their first year at NC State.

Figure 11: Employment Status and Work Location during First Year at NC State

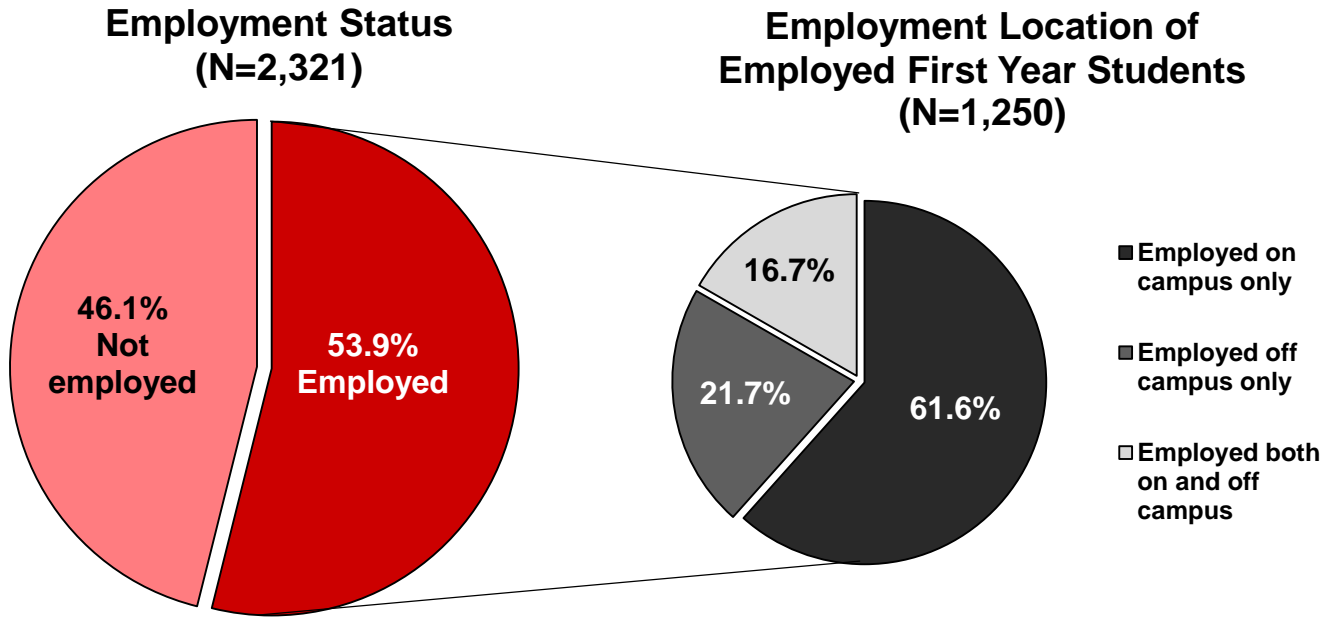


Figure 12: On Campus vs Off Campus Work Hours

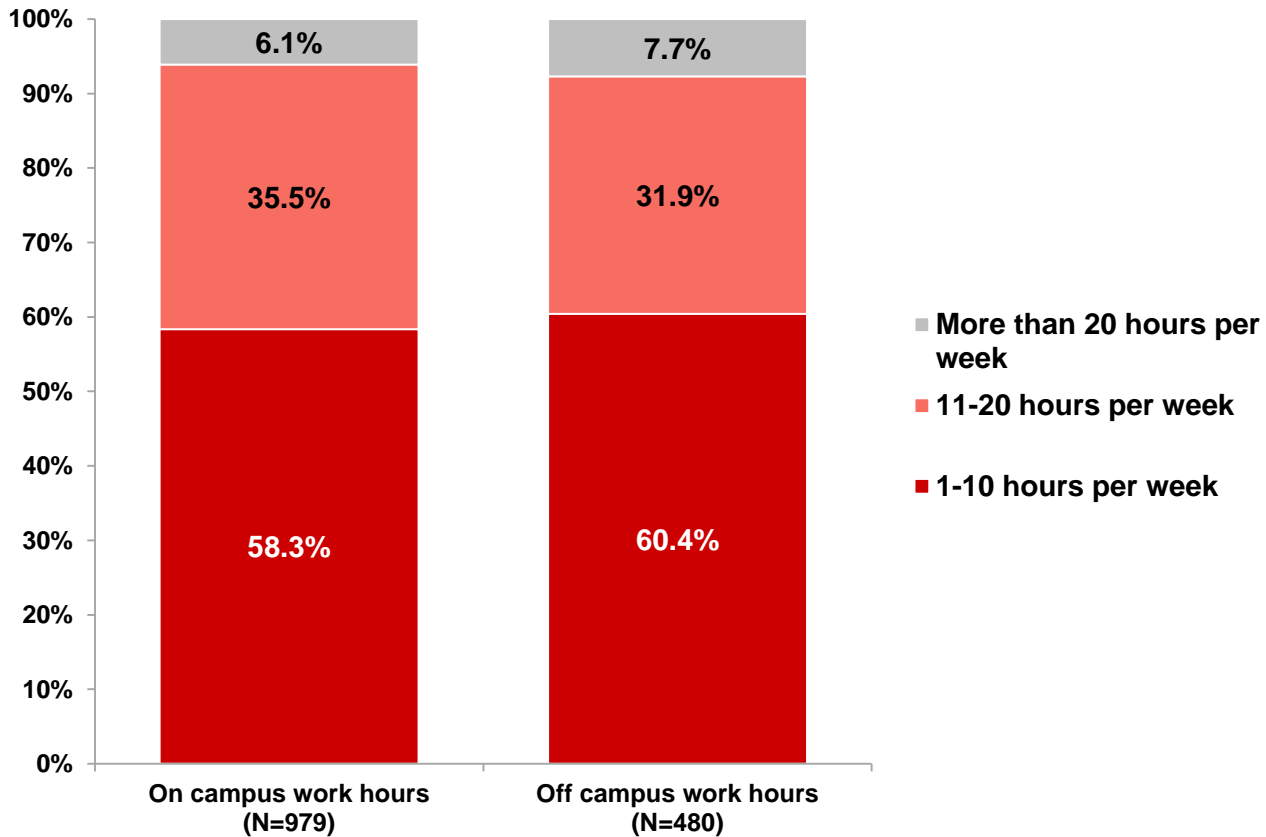


Table 16: Students Employed both On and Off Campus (N=209)

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	38.8%	9.6%	3.3%	51.7%
11-20 hours per week	18.7%	15.3%	1.9%	35.9%
More than 20 hours per week	3.3%	6.2%	2.9%	12.4%
<i>Total</i>	60.8%	31.1%	8.1%	100%

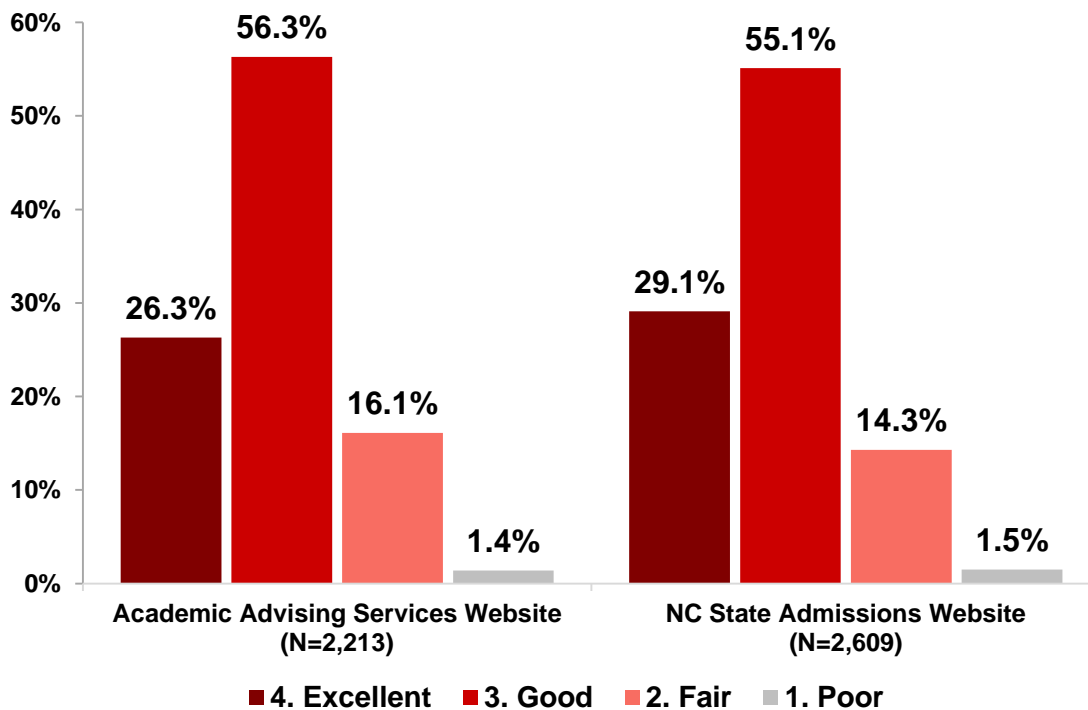
Satisfaction with NC State Services

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 Advising Services and Admissions Websites (Figure 13)

When asked to evaluate the NC State Academic Advising Services website, 82.6 percent of respondents gave a rating of “excellent” (26.3%) or “good” (56.3%), and when asked to evaluate the NC State Admissions website, 84.2 percent gave a rating of “excellent” (29.1%) or “good” (55.1%).

Figure 13: Rating of the NC State Academic Services and Admissions Websites



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 81.7 percent of respondents saying that they were either “very” (25.6%) or “moderately satisfied” (56.1%) with the financial aid process.

Table 17: Satisfaction with NC State Financial Aid Process

	%	N
4: Very satisfied	25.6%	575
3: Moderately satisfied	56.1%	1,259
2: Moderately dissatisfied	14.0%	315
1: Very dissatisfied	4.2%	95
<i>Total</i>	<i>100%</i>	<i>2,244</i>

New Student Orientation (Tables 18-22)

Incoming students were provided a series of questions that asked them to rate their experiences with their college/department before and during New Student Orientation, as well as their experiences in attending Orientation before starting classes in the Fall 2019 semester.

When asked about their interactions with their college/department prior to attending New Student Orientation, at least 80 percent of respondents said that they either “strongly agree” or “agree” that they were *provided an opportunity to get answers to their academic questions* (85.0%), that they were *satisfied with the attention they received prior to Orientation* (84.3%), and that the *information/advice they received prior to Orientation helped them to plan their fall schedule* (81.9%).

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	3.1	33.4%	48.5%	14.3%	3.8%	2,315
I am satisfied with the attention received from college/dept prior to Orientation	3.1	32.8%	51.5%	13.0%	2.7%	2,357
Time spent with college/dept before Orientation provided opportunity to get answers to my academic questions	3.1	31.3%	53.7%	12.6%	2.4%	2,259

When asked the same questions about their interaction with their college/department during New Student Orientation, incoming students were similarly satisfied with the services provided, as over 90 percent said they either “strongly agree” or “agree” that they were satisfied with the *time spent with their college/department to get answers to their academic questions* (93.3%), satisfied with the *attention received from their college/department during Orientation* (92.7%), and that the *information/advice they received from their college/department helped them to plan their fall schedule* (90.9%).

Table 19: 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	3.4	47.5%	43.4%	7.2%	1.9%	2,389
I am satisfied with the attention received from college/dept during Orientation	3.4	46.6%	46.1%	6.1%	1.2%	2,419
Time spent with college/dept during Orientation provided opportunity to get answers to my academic questions	3.4	45.7%	47.6%	5.7%	0.9%	2,411

During New Student Orientation, incoming students were provided an opportunity to attend optional student engagement sessions covering a variety of topics. Over 95 percent of respondents who responded 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” or “agree” that they were provided useful information about *study abroad and global experiences* (97.2%) and *career development and cooperative education* (97.2%).

Table 20: 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	50.8%	46.4%	2.5%	0.4%	2,097
Undergraduate research	3.4	46.2%	49.8%	3.7%	0.3%	1,951
Career development and cooperative education	3.4	43.3%	53.9%	2.5%	0.3%	2,011
Leadership and civic engagement	3.4	42.6%	53.3%	3.7%	0.4%	1,812

Over 95 percent of incoming students agreed that New Student Orientation provided useful information about a number of different policies, practices, and resources. They were most likely to “strongly agree” that they got useful information about *the prohibition of sexual violence, relationship violence, and stalking at NC State (72.4%)* and *the resources available to me if I need help preventing or reporting sexual violence (70.2%)*.

Table 21: 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	72.4%	26.9%	0.5%	0.2%	2,443
The resources available to me if I need help preventing or reporting sexual violence	3.7	70.2%	28.9%	0.7%	0.1%	2,449
The tactics I can use to be an active bystander to prevent or disrupt violence	3.6	64.8%	33.3%	1.8%	0.1%	2,432
NC State's acceptance and encouragement of the free and open exchange of ideas and opinions	3.6	60.5%	37.9%	1.1%	0.5%	2,444
Policies that may impact my experience at NC State (i.e., Code of Student Conduct)	3.6	58.5%	40.0%	1.3%	0.2%	2,446
Expectations for being a member of the NC State community	3.6	57.7%	41.1%	1.0%	0.2%	2,453
The resources available to me if I have questions about free speech and free expression at NC State	3.5	54.7%	41.3%	3.6%	0.5%	2,391

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, with over 95 percent of respondents saying they either “strongly agree” or “agree” to each item. They were most likely to “strongly agree” that as a result of attending Orientation they are *excited to start my first semester at NC State (65.7%)*.

Table 22: Result of Participation in New Student Orientation

Result of participation in NSO:	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am excited to start my first semester at NC State	3.6	65.7%	32.1%	1.6%	0.5%	2,446
I feel better prepared to start my first semester at NC State	3.5	55.5%	40.4%	3.5%	0.6%	2,442
I can identify resources that will promote my academic success	3.5	51.9%	46.7%	1.1%	0.3%	2,441
I can identify resources that will promote my engagement in the campus community	3.5	51.4%	47.1%	1.4%	0.2%	2,433
I can identify important policies that may impact my academic success	3.5	49.7%	47.8%	2.2%	0.2%	2,419

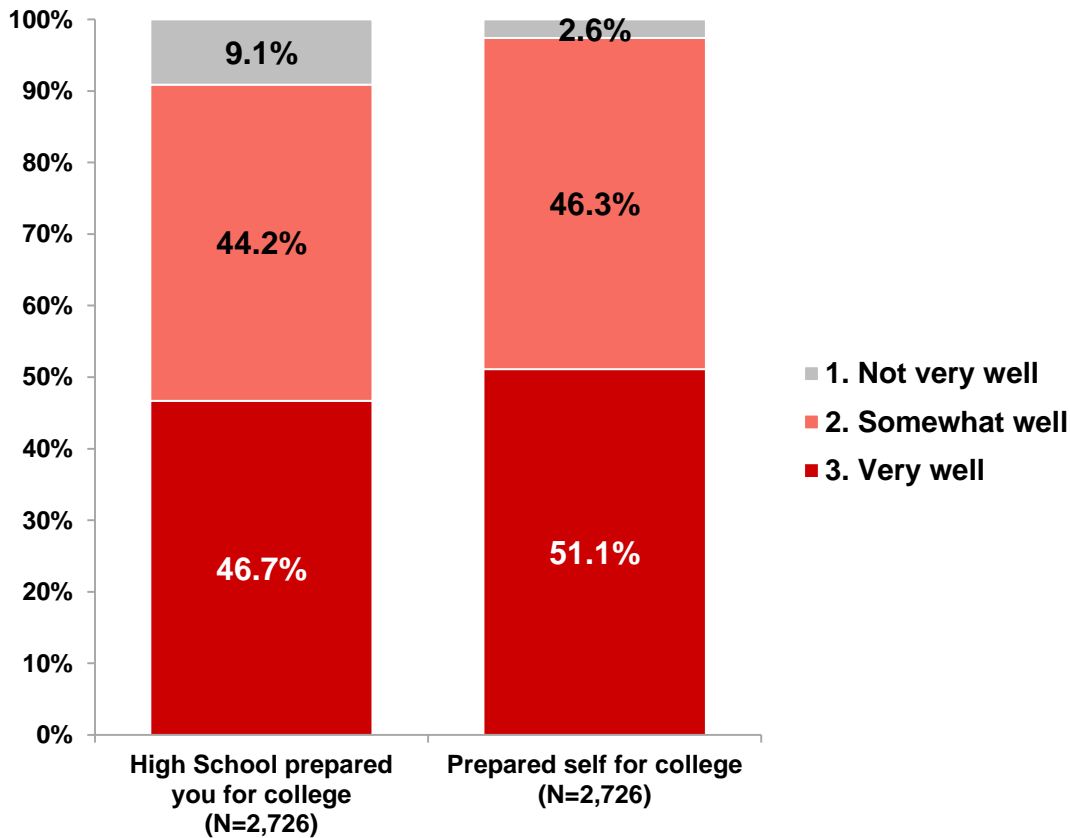
Demographic and Family Background Characteristics

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

College Preparation (Figure 14)

When asked about how prepared for college they felt, just over half of respondents reported that they felt they were “very well” prepared by their own efforts (51.1%), while 46.7 percent said they were “very well” prepared by their high school. However, respondents were more than 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 (9.1% vs 2.6%).

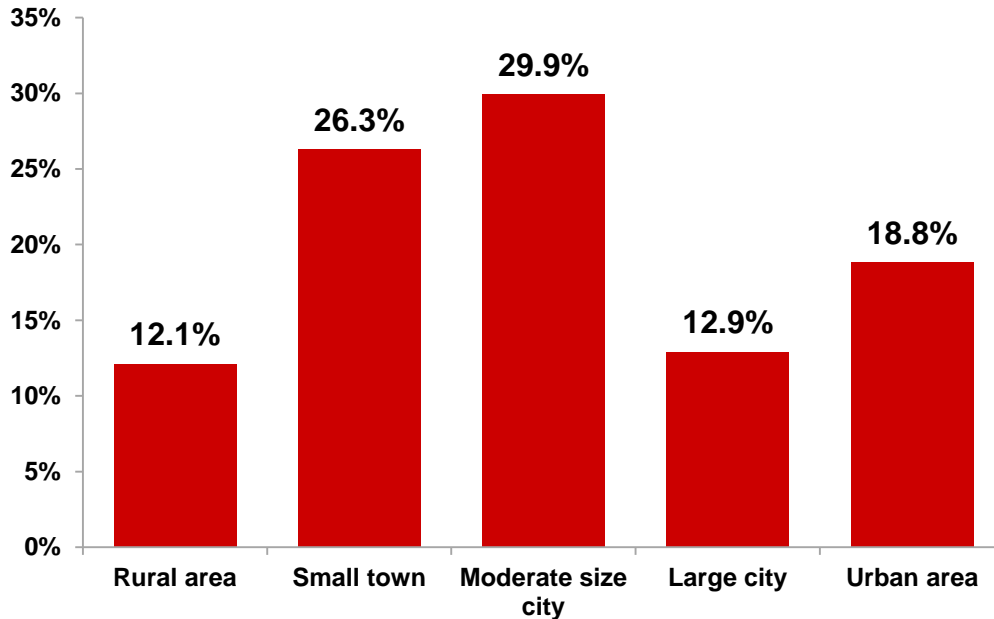
Figure 14: College Preparation



Hometown Geographic Area (Figure 15)

Almost 40 percent of incoming first year students reported they were from a “rural area” (12.1%) or a “small town” (26.3%), while just over 30 percent came from a “large city” (12.9%) or an “urban area” (18.8%).

Figure 15: Hometown Geographic Area (N=2,357)



First Generation College Students (Table 23)

Over 16 percent of respondents reported that they are a first generation college student, with 7.4 percent reporting that no parent/guardian of theirs had ever attended college, and nine percent reporting that at least one of their parents/guardians had attended college but never earned a degree.

Table 23: First Generation College Students

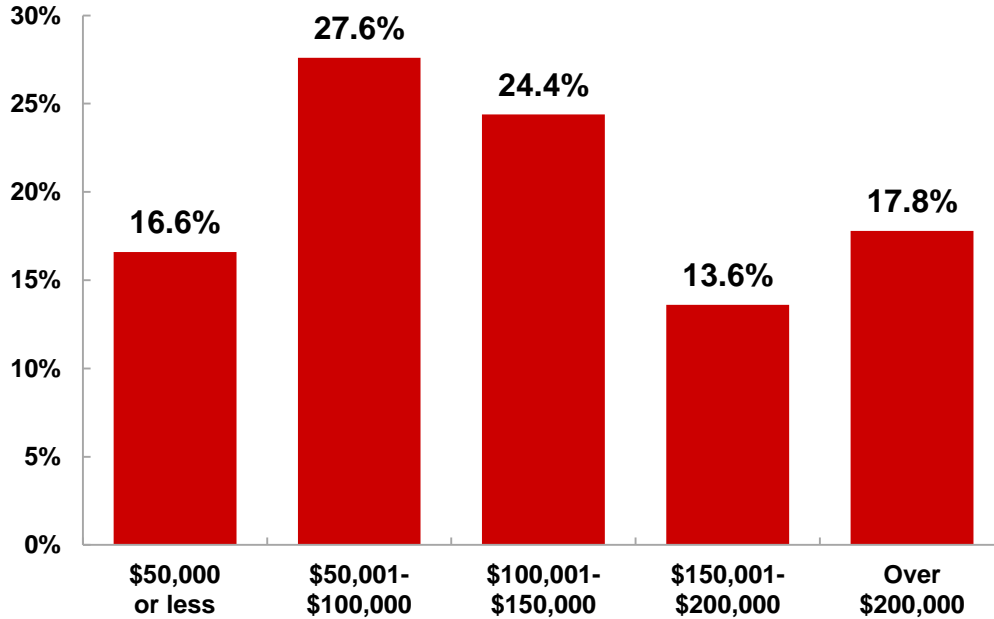
	%	N
First generation college student	7.4%	203
At least one parent attended college but did not earn a degree	9.0%	246
Not first generation	83.6%	2,291
<i>Total</i>	<i>100%</i>	<i>2,740</i>

Parents’/Guardians’ Financial Support (Figures 16-18; Tables 24-26)

Incoming first year students were asked a series of questions pertaining to their family’s finances and household demographics.

When asked to estimate their parents’/guardians’ combined 2018 pre-tax income, more than half of respondents reported that their family’s combined income was over \$100,000 (55.8%), with 31.4 percent reporting it was over \$150,000, and 17.8 percent reporting it was over \$200,000. Over 15 percent of incoming students reported that their family income was \$50,000 or below (16.6%).

Figure 16: Parents’/Guardians’ Financial Support (N=1,539)



Seventy-one percent of those coming from a family with a combined income of \$50,000 or less and 61.5 percent of those from a family with a combined income of \$50,001-\$100,000 will be working during their first year at NC State compared to just 39.8 percent of those from a family with a combined income over \$200,000.

Table 24: Student Employment Status for First Year at NC State

Parents’/Guardians’ Combined Pre-Tax 2018 Total Income	Employment Status during First Year at NC State		N
	Employed (N=845)	Not employed (N=677)	
\$50,000 or less	71.0%	29.0%	248
\$50,001-\$100,000	61.5%	38.5%	421
\$100,001-\$150,000	51.5%	48.5%	375
\$150,001-\$200,000	52.7%	47.3%	207
Over \$200,000	39.8%	60.2%	271
<i>Total</i>	55.5%	44.5%	1,522

Nearly three-fourths of incoming students reported that they would be contributing at least some of their own resources to pay for their first year expenses. Students from families with lower household incomes were more likely than those from relatively wealthier families to be contributing their own funds. About 80 percent of those from families with incomes of \$100,000 or below were using at least some of their own money to cover their first year expenses, compared to less than two-thirds of those from families with annual incomes over \$150,000.

Table 25: Students Using Own Resources to Cover First Year Educational Costs

Parents'/Guardians' Combined Pre-Tax 2018 Total Income	Using Own Resources to Cover First Year Educational Costs				N
	None	Less than \$1,000	\$1,000-\$5,999	\$6,000 or more	
\$50,000 or less	20.4%	42.0%	34.5%	3.1%	255
\$50,001-\$100,000	21.1%	39.7%	33.5%	5.7%	418
\$100,001-\$150,000	25.0%	34.1%	34.6%	6.3%	364
\$150,001-\$200,000	35.2%	28.2%	29.7%	6.9%	202
Over \$200,000	37.2%	28.7%	27.6%	6.5%	261
<i>Total</i>	26.6%	35.3%	32.4%	5.7%	1,500

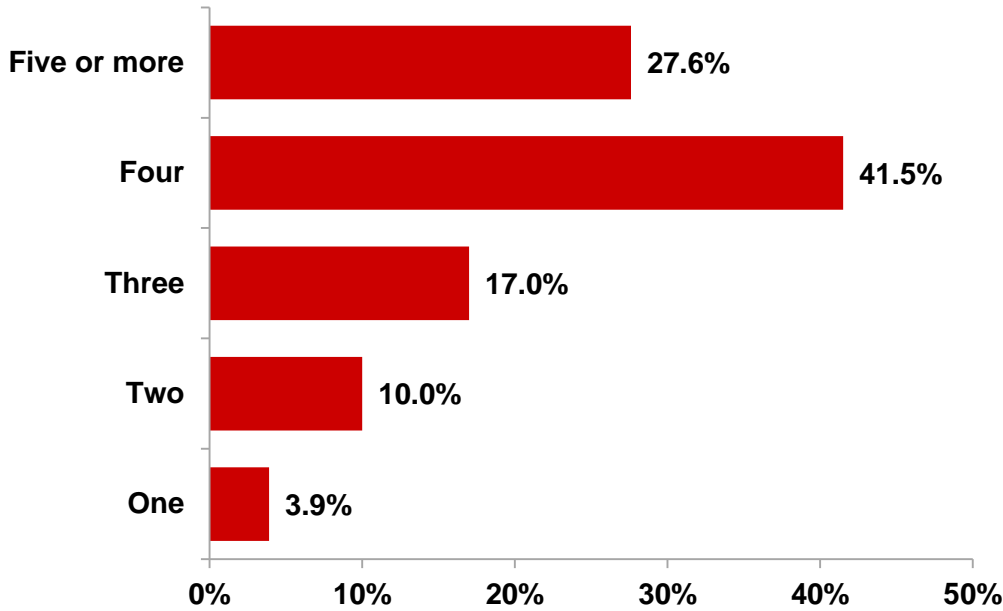
Not surprisingly, incoming students with parents/guardians who have relatively lower incomes were most likely to report using financial aid that must be repaid to cover their first year educational expenses. Almost two-thirds of those with families earning \$100,000 or less reported having such aid, compared to less than one-fourth of those families with incomes of over \$200,000. However, students from families earning between \$50,000 and \$150,000 reported having the largest amount of first year debt, with almost one-fourth having \$6,000 or more in aid that must be repaid.

Table 26: Students Using Aid That Must be Repaid to Cover First Year Educational Costs

Parents'/Guardians' Combined Pre-Tax 2018 Total Income	Using Financial Aid That Must be Repaid to Cover First Year Educational Costs				N
	None	Less than \$1,000	\$1,000-\$5,999	\$6,000 or more	
\$50,000 or less	35.6%	7.1%	47.0%	10.3%	253
\$50,001-\$100,000	35.3%	2.9%	38.9%	22.9%	419
\$100,001-\$150,000	44.2%	1.9%	30.9%	23.0%	366
\$150,001-\$200,000	65.5%	3.0%	18.7%	12.8%	203
Over \$200,000	77.8%	2.3%	13.2%	6.6%	257
<i>Total</i>	48.9%	3.3%	31.2%	16.6%	1,498

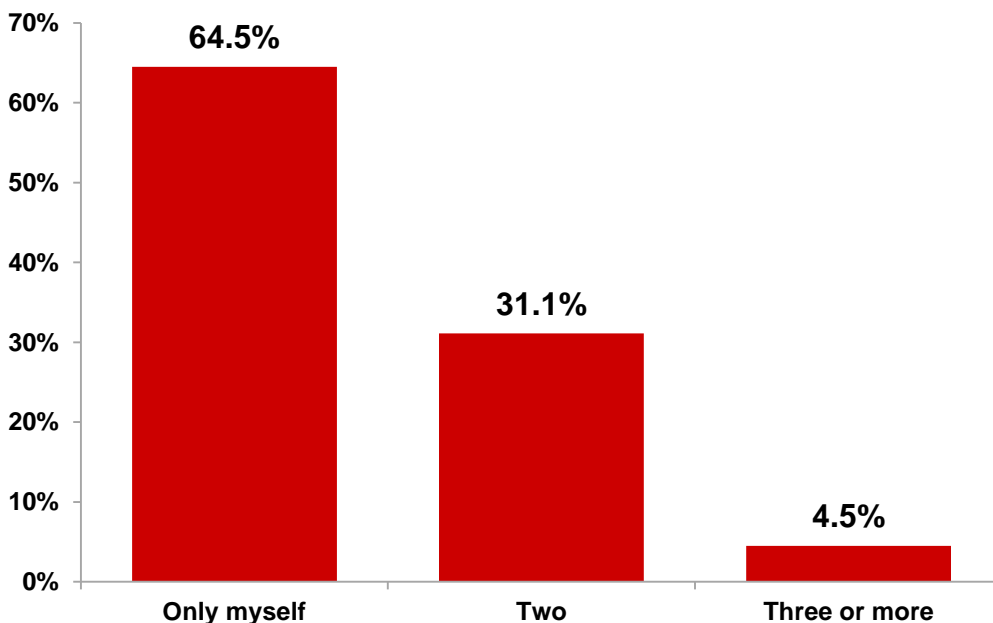
More than two-thirds of respondents (69.1%) indicated that they came from a household with four or more members financially supported by their parents/guardians, including themselves and their parents/guardians. However, 14 percent of respondents reported that they came from a household with only two people financially supported by their parents/guardians; four percent reported that only one person in their household was financially supported.

Figure 17: Number of People Financially Supported by Parents/Guardians (N=2,330)



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 their household enrolled in college (64.5%).

Figure 18: Parents'/Guardians' Dependents Enrolled in College (N=2,328)



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 to these questions were categorized in to a variety of topics as reported below.

What Students are Excited About (Table 27)

Table 27 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 excited about things related to social life (19.6%), learning (14.9%), the intellectual environment on campus (12.9%), adapting to NC State (9.2%), campus life (9.0%), independence of being a college student (8.6%), future opportunities (7.2%), and career planning (5.4%).

Table 27: What Students are Excited About (N category codes = 3,055*)

	N	%
Social Life	600	19.6%
Learning	456	14.9%
Intellectual Environment	394	12.9%
Adapting to NC State	280	9.2%
Campus Life	275	9.0%
Independence	262	8.6%
Opportunities	219	7.2%
Career Planning	164	5.4%
Performance	87	2.8%
Diversity	62	2.0%
Cocurricular Activities	51	1.7%
Instruction	35	1.1%
Spirit and Pride	34	1.1%
Housing	31	1.0%
Racial/Ethnic Issues	25	0.8%
Transportation	14	0.5%
Registration	13	0.4%
Other	53	1.8%

*Some student responses were included in more than one category. "N category codes = 3,055" 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

- "I'm most excited about meeting new people and making new friends! I can't wait for social events like Wolfpack Welcome Week, football games, and tailgates."
- "I am most excited about meeting new people and getting to explore campus."
- "I'm most excited about meeting new people and being engaged in a new community and culture."

Learning

- “I’m most excited to further my academic career by taking classes that interest me, and strengthen my knowledge for my area of study.”
- “I’m excited for the challenge of learning new things and the difficulty of my classes.”
- “I’m excited to take classes I am interested in and find out what I want to do with my life. I’m ready to build relationships with my classmates and professors that will help me grow as a student and individual.

Intellectual Environment

- “I am excited to come to NC State because it is such a great community of people. I am excited to meet new friends and connect with professors and classmates. I am excited for a more mature environment than high school.
- “I am most excited for the environment that I will be entering within NC State, this college has a very supporting background.”
- “I am excited about building new relationships with people in an academic environment.”

Campus Life

- “I am most excited to connect with other students that share a common interest through the many different clubs NC State has to offer.”
- “Meeting new people and becoming involved on campus.”
- “I am most excited to join new and different student organizations on campus. To find people I have things in common with and can have meaningful experiences with, while getting a world-class education.”

Opportunities

- “I am really excited about the study abroad and language opportunities that NC State has to offer.”
- “The opportunities available to me for growing in my career as well as personally.”
- “I love the opportunities that State has to offer academically and socially. I can picture myself having the fullest college experience in all aspects here.”

Career Planning

- “I’m really looking forward to building connections and preparing for my future career.”
- “The Co-Op program and the ability for me to engage with employers in my field before having completed my education.”
- “Meeting new people who can help me develop and better myself in preparation for a career.”

Diversity

- “I am excited to be a part of a diverse community, and to express myself within that community.”
- “I’m most excited to be a student in a diverse community with various opportunities for me to succeed both in my academics and socially.”
- “Being part of such a diverse community with so many different types of people coming all from many backgrounds.”

What Students are Concerned About (Table 28)

Table 28 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 adapting to NC State (18.4%), their academic performance (17.7%), social life (15.3%), independence of being a college student (10.9%), and time management (9.0%).

Table 28: What Students are Concerned About (N category codes = 2,555*)

	N	%
Adapting to NC State	469	18.4%
Academic Performance	451	17.7%
Social Life	390	15.3%
Independence	278	10.9%
Time Management	229	9.0%
Health	110	4.3%
Campus Life	91	3.6%
Instruction	74	2.9%
Intellectual Environment	66	2.6%
Learning	65	2.5%
Housing	53	2.1%
Safety	47	1.8%
Registration	45	1.8%
Finances	40	1.6%
Career Planning	30	1.2%
Transportation	19	0.7%
Opportunities	12	0.5%
Racial/Ethnic Issues	10	0.4%
Other	76	3.0%

*Some student responses were included in more than one category. "N category codes = 2,555" 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:

Adapting to NC State

- "I am nervous about finding a new core group of friends on campus that I can experience campus life with."
- "I am a bit nervous about the adjustment period of being away from home and being off on my own. Also, I'm a bit nervous about adjusting to the different class structure and academic setup."
- "I'm most concerned about finding my way around the large campus."

Academic Performance

- “I am nervous about the transition and if I’m going to do well in college.”
- “I’m mostly concerned about getting good grades. I’m ready to put in the work but I’m just nervous I may not get the results I’m hoping for.”
- “Achieving a good grade in all of my classes.”

Independence

- “I’m nervous about the big move and getting settled in. Living away from home the first time is nerve racking, however I think it will be rewarding once I am accustomed.”
- “I’m nervous about being homesick, getting adjusted to the independence that comes with college life (balancing schedule, schoolwork, and social life), and meeting new people.”
- “I am nervous about leaving my family and friends, and also nervous about living in a larger city.”

Time Management

- “I am nervous about transitioning to much more difficult work and not being able to effectively manage my time due to my extracurriculars I plan on participating in.”
- “I am nervous about time management and how I will have to learn new study methods.”
- “I’m nervous about being able to manage my time and do well in my classes.”

Health

- “I’m nervous that I may need to drop out for future medical concerns or that I will fail my classes due to mental health.”
- “My anxiety/stress levels and living away from home.”
- “I’m nervous about balancing school work and social work. I want to make sure to keep my stress manageable and take care of myself.”

Housing

- “The transition from living with my family to living with strangers.”
- “I am concerned about my roommate and I getting along.”
- “I am most concerned about transitioning to dorm life.”

Finances

- “The thing I am most concerned about is having the financial means to support myself during my transition to college.”
- “I am most concerned about the cost of tuition since I am an out of state student.”
- “I’m truly most concerned about tuition and costs.”