

NC STATE UNIVERSITY

2020 Incoming First-Year Student Survey Overall Results

Introduction

This overview report presents findings from all incoming first-year students participating in the 2020 Incoming First-Year Student Survey. In the survey, students are asked about their experiences with the application process and deciding to enroll at NC State; their satisfaction with various NC State services and programs; how they are paying for their education; their preparation for college and their educational goals; what they are excited and concerned about in starting their first year of college; and a variety of demographic information. For survey methods, a copy of the survey instrument with exact question wording, and reports with breakdowns by gender, race/ethnicity, and college, see [“2020 Incoming First-Year Student Survey: Table of Contents.”](#)

Due to the ongoing COVID-19 pandemic, unlike in past years, New Student Orientation was held virtually. While students were invited to participate in the survey shortly after they attended their on-campus New Student Orientation session in past years, in 2020, students were invited to participate in the survey on August 5, after all the virtual sessions had concluded. The first day of classes was August 10, but due to the increasing number of COVID-19 positive cases among undergraduates, on August 24 all undergraduate classes were switched to online delivery. On August 31, the decision was made to have most students leave campus and continue the semester remotely. The survey closed on September 4, meaning that while some students completed it just prior to or shortly after arriving on campus, others completed it either after classes moved to all online, or, for a relatively few, after they had left campus. Forty-three percent of students who submitted the survey took it on a mobile device (42.7%).

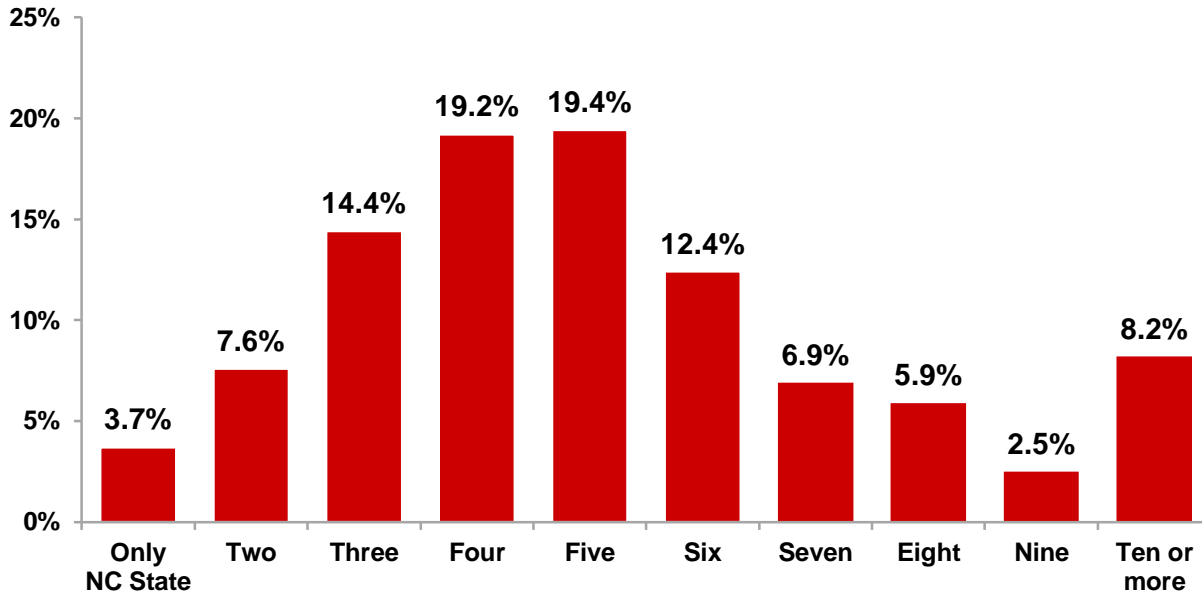
A total of 4,747 incoming first-year students enrolled in four-year degree-seeking programs at the time of the University’s Census were eligible to complete the survey and have their responses included in final analyses; 2,785 eligible students participated in the survey for a response rate of 58.7%.

Experiences Prior to Enrolling at NC State

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

Incoming first-year students were first asked how many colleges/universities they applied to for admission, including NC State. Three-fourths of respondents reported that they had applied to at least four colleges/universities, including NC State, with eight percent applying to ten or more (8.2%). About four percent reported that NC State was the only school to which they applied (3.7%). First-year students applied to an average of 5.1 colleges/universities.

Figure 1: Number of Colleges/Universities Applied to, Including NC State (N=2,739)



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 (65.5%), with three percent saying that NC State was their “only choice” (2.7%) and 63 percent saying NC State was their “first choice” (62.8%). However, one-in-ten enrolled first-year students said that NC State was their third choice or below of colleges to attend (9.6%).

The College of Agriculture and Life Sciences saw the highest percentage of students reporting that NC State was their top choice college, with over three-fourths saying it was their “only” (6.2%) or “first choice” (71.2%). The Wilson College of Textiles (76.6%) and the College of Natural Resources (75.9%) also had a significant amount of respondents saying that NC State was either their “only” or “first choice” university to attend.

Students in the College of Sciences (58.8%) and the College of Humanities and Social Sciences (58.7%) had the lowest reported rates of NC State being their top choice university. Those entering in the College of Sciences (12.4%) and the College of Engineering (12.1%) 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	
Agriculture & Life Sciences	6.2%	71.2%	17.8%	4.7%	257
Design	.	72.1%	26.2%	1.6%	61
Education	2.8%	62.0%	28.2%	7.0%	71
Engineering	2.2%	60.5%	25.3%	12.1%	921
Natural Resources	1.8%	74.1%	17.0%	7.1%	112
Humanities & Social Sciences	3.0%	55.7%	30.8%	10.4%	201
Sciences	3.2%	55.6%	28.8%	12.4%	378
Textiles	.	76.6%	19.5%	3.9%	77
Management	1.5%	60.3%	27.3%	10.8%	194
University College	2.6%	67.3%	23.5%	6.6%	379
<i>Total</i>	2.7%	62.8%	25.0%	9.6%	2,651

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

Incoming first-year 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.

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. “Academic reputation” (24.3%) 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” (19.1%), “level of support for my intended major” (12.3%), and “cost” (9.8%). “Future career opportunities” (8.0%) and “location” (7.5%) were also rated as the *single most influential factor* by a sizable number of students. Fewer than three percent selected any one of the other factors asked about as being most influential in their decision.

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

	%	N
Academic reputation	24.3%	645
Availability of program	19.1%	506
Level of support for my intended major	12.3%	325
Cost	9.8%	260
Future career opportunities	8.0%	213
Location	7.5%	198
Recommended by a friend, family member, teacher, counselor, etc.	2.6%	69
Campus visit/recruitment event(s)	2.5%	66
Financial aid available	2.3%	62
Scholarships available	2.2%	58
Facilities and resources available	2.1%	55
Acceptance into University College-Exploratory Studies	1.8%	47
Extracurricular opportunities	0.7%	18
NC State's commitment to diversity	0.6%	17
Contact with a current student	0.5%	14
Contact with a graduate	0.5%	13
Commitment to the environment and sustainability	0.5%	13
Size	0.3%	8
Number of hours transferred/credited	0.2%	5
Library spaces and services	0.2%	6
Contact with a faculty or staff member	0.1%	3
Attendance at a College Fair or high school visit	0.1%	2
Communications from the NC State Admissions Office	0.0%	1
Wellness and Recreation facilities and programs	0.0%	1
Other	1.7%	46
<i>Total</i>	<i>100%</i>	<i>2,651</i>

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, despite a plurality of students selecting a relatively few factors as being the single most influential factor. Incoming students were most likely to say that *future career opportunities* (86.6%), *academic reputation* (86.2%), and *availability of program* (86.0%) had a “very strong” or “strong influence” on their decision to attend NC State. Incoming first-year students also reported *facilities and resources available* (76.1%) and *level of support for my intended major* (75.8%) as having high levels of influence on their decision.

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* (48.8%), *communications from the NC State Admissions Office* (46.9%), and *attendance at a College Fair or high school visit* (46.2%), with more than 45 percent of students saying each had either a “weak” or “very weak” influence.

Nearly two-thirds of all respondents – included those not enrolled in the University College -- reported that their acceptance into Exploratory Studies had a positive influence on their decision to attend NC State. Table 4 below provides results for only students who were enrolled in Exploratory Studies at the time of the University’s Census. Three-fourths of those enrolled in Exploratory Studies said their acceptance in the program had either a “very strong” (43.2%), or “strong influence” (31.3%) on their decision to attend NC State.

A relatively small number of respondents (N=217) identified their own *other* factors not included on the list provided as having influenced their decision to attend NC State. Some examples of *other* factors that students mentioned included living/learning villages on campus, undergraduate research opportunities, sporting events, and friends.

Table 3: Factors That Influenced Decision to Attend NC State

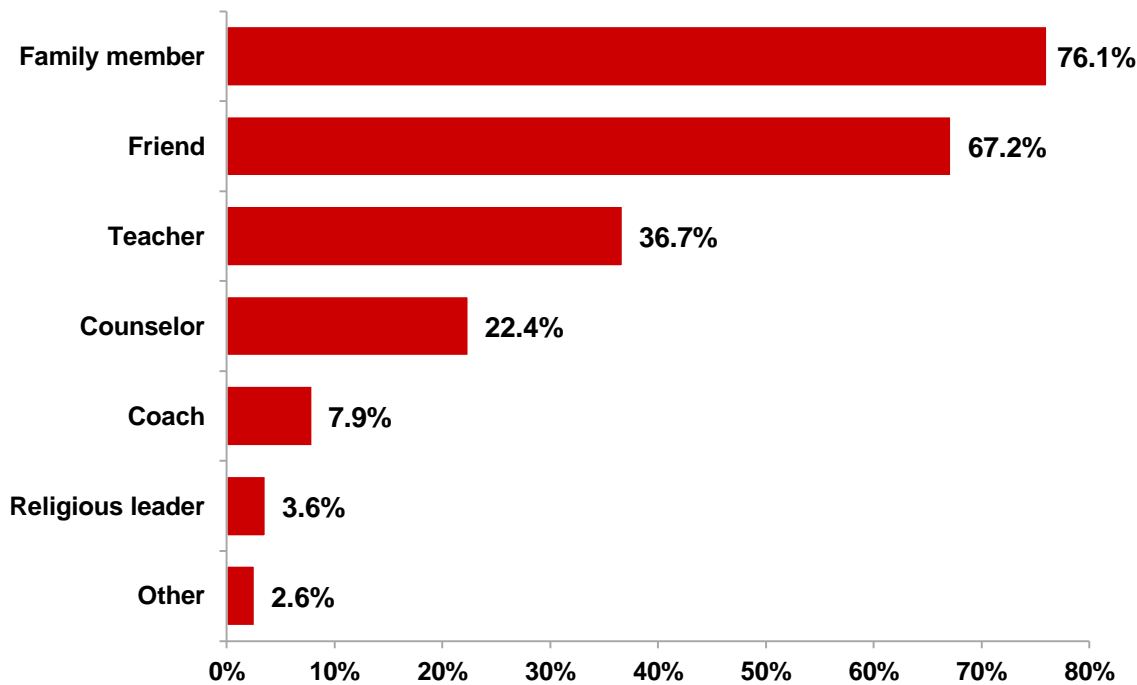
	Mean	5: Very strong influence	4: Strong influence	3: Moderate influence	2: Weak influence	1: Very weak influence	N
Availability of program	4.37	54.2%	31.8%	11.1%	1.9%	0.8%	2,721
Future career opportunities	4.34	50.5%	36.1%	11.4%	1.3%	0.7%	2,645
Academic reputation	4.25	40.6%	45.6%	12.1%	1.2%	0.4%	2,729
Other (please specify)	4.20	57.6%	17.5%	17.1%	3.2%	4.6%	217
Level of support for my intended major	4.09	40.4%	35.4%	18.4%	4.4%	1.5%	2,659
Facilities and resources available	4.06	36.1%	40.0%	18.7%	3.9%	1.3%	2,684
Location	3.89	30.9%	37.9%	22.6%	6.4%	2.3%	2,721
Library spaces and services	3.60	21.0%	34.8%	31.0%	9.4%	3.8%	2,606
Cost	3.54	23.8%	27.2%	33.2%	11.1%	4.6%	2,675
Recommended by a friend, family member, teacher, counselor, etc.	3.50	23.3%	27.9%	30.3%	12.2%	6.4%	2,532
Extracurricular opportunities	3.36	13.3%	32.8%	36.7%	11.4%	5.8%	2,587
Campus visit/recruitment event(s)	3.30	18.4%	28.6%	28.4%	13.9%	10.7%	2,402
Size	3.24	14.3%	27.5%	33.1%	17.7%	7.4%	2,679
NC State's commitment to the environment and sustainability	3.16	14.4%	24.4%	33.7%	17.7%	9.7%	2,543
Contact with a current student	3.13	14.9%	25.7%	28.9%	18.9%	11.8%	2,093
Acceptance into University College - Exploratory Studies	3.10	20.3%	19.7%	24.6%	19.8%	15.5%	1,251
NC State commitment to diversity	3.05	12.0%	22.5%	35.4%	18.7%	11.4%	2,643
Scholarships available	3.02	17.1%	16.3%	30.9%	23.4%	12.3%	2,474
Wellness and Recreation facilities and programs	3.00	10.4%	23.5%	33.6%	20.6%	11.9%	2,498
Financial aid available	2.99	18.4%	16.6%	26.6%	22.3%	16.1%	2,421
Number of hours credited	2.80	8.2%	16.4%	36.0%	25.8%	13.6%	2,425
Contact with a graduate	2.79	12.0%	17.6%	26.7%	24.8%	18.9%	1,720
Attendance at a College Fair or high school visit	2.65	9.0%	15.4%	29.4%	23.6%	22.6%	1,802
Contact with a faculty or staff member	2.58	7.6%	14.4%	27.8%	28.7%	21.4%	1,656
Communications from NC State, excluding from the Admissions Office	2.53	5.3%	12.1%	33.8%	27.5%	21.3%	2,104
Communications from the NC State Admissions Office	2.53	4.4%	11.9%	36.8%	26.4%	20.5%	2,308
Other (please specify)	4.20	57.6%	17.5%	17.1%	3.2%	4.6%	217

Table 4: Influence of Acceptance Into Exploratory Studies on Decision to Attend NC State (among those enrolled in Exploratory Studies at the beginning of the Fall 2020 semester)

	%	N
5: Very strong influence	43.2%	163
4: Strong influence	31.3%	118
3: Moderate influence	18.3%	69
2: Weak influence	4.5%	17
1: Very weak influence	2.7%	10
<i>Total</i>	<i>100%</i>	<i>377</i>

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. Over three-fourths of respondents said that a “family member” influenced their decision to attend NC State (76.1%), while just two-thirds said that a “friend” did so (67.2%).

Figure 2: Specific Others Who Influenced Decision to Attend NC State (among those saying some “Other” person influenced their decision)*



*Note: Respondents could select more than one response

Satisfaction with NC State Admissions Process (Table 5)

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, they were satisfied, as over 95 percent said they were either “very” (46.1%) or “moderately satisfied” (49.6%) with the NC State admissions process.

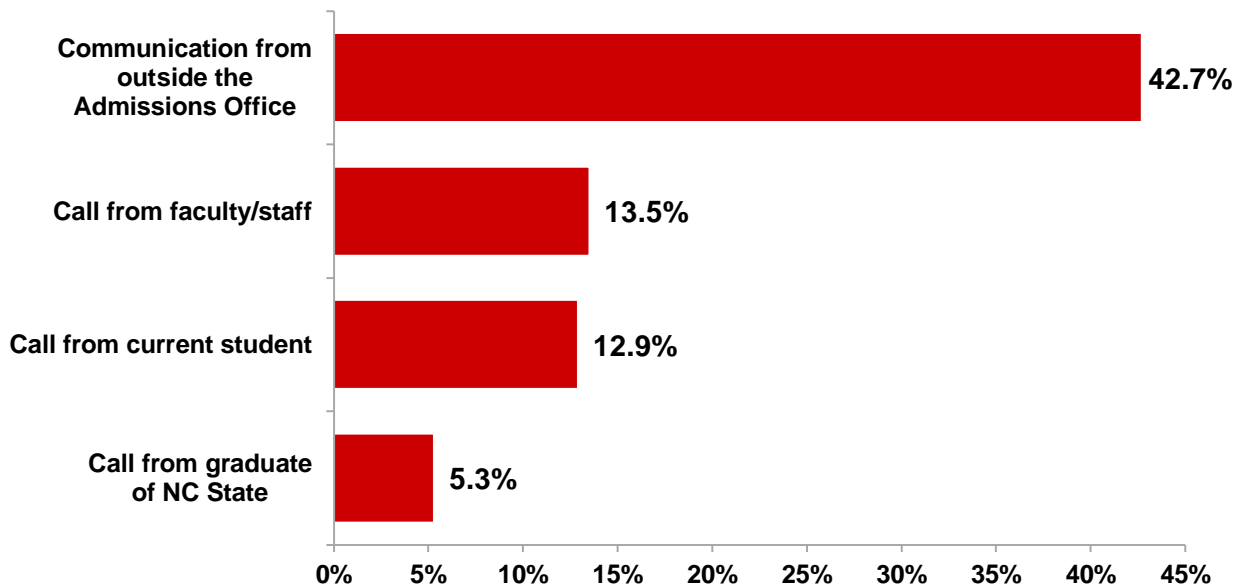
Table 5: Satisfaction with NC State Admissions Process (excluding those who responded “Don’t know”)

	%	N
4: Very satisfied	46.1%	1,211
3: Moderately satisfied	49.6%	1,301
2: Moderately dissatisfied	3.8%	99
1: Very dissatisfied	0.5%	14
<i>Total</i>	<i>100%</i>	<i>2,625</i>

Contact with NC State Representative after Applying for Admission (Figure 3)

Respondents were also asked if they had received various types of communications from NC State representatives after applying for admission. More than 40 percent of respondents said they received a *communication from someone other than the Admissions Office* after applying for admission to NC State (42.7%). Fewer students reported that they had received a phone call from *an NC State faculty or staff member* (13.5%), *a current NC State student* (12.9%), or from *a graduate of NC State* (5.3%).

Figure 3: Contact with NC State Representative after Applying for Admission



Students who said 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: “Alumni Association”, “New Student Programs”, “Arts NC State”, “Office of Undergraduate Affairs”, “Housing”, “ROTC”, and “Office of Financial Aid.” A sizable number of incoming students also identified many colleges, academic units, and honors/scholarship programs on campus.

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)

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” (49.2%), while 46 percent said it was to earn a “bachelor’s degree as preparation for graduate or professional school” (46.2%).

Table 6: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree or certificate in preparation for career	49.2%	1,286
Bachelor's degree for grad school preparation	46.2%	1,207
Improve knowledge/skills for current profession	2.5%	65
Courses for personal interest	0.6%	16
Bachelor's degree for career change preparation	0.3%	8
Other	1.1%	30
<i>Total</i>	<i>100%</i>	<i>2,612</i>

Time Anticipated to Complete Bachelor’s Degree (Table 7)

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. Eight-in-ten said they expect to graduate from NC State in four years (79.9%), 16 percent indicated that they would complete their bachelor’s degree in less than four years (15.8%), and four percent said they would take more than four years to complete their bachelor’s degree (4.0%).

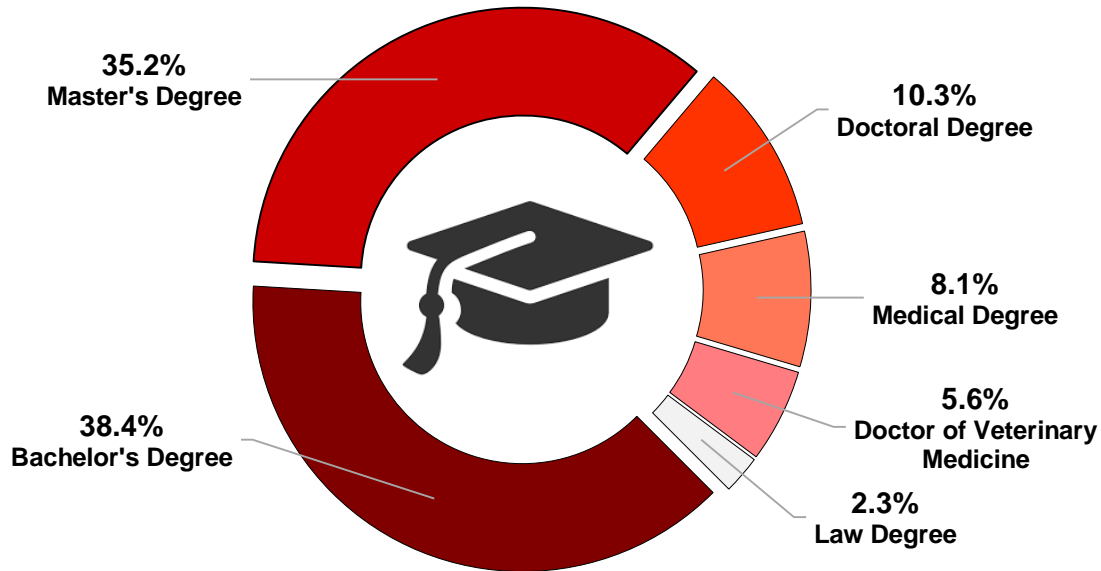
Table 7: Time Anticipated to Complete Bachelor’s Degree

	%	N
Less than 4 years	15.8%	345
4 years	79.9%	1,743
4 1/2 years	1.9%	42
5 years	1.9%	41
5 1/2 years	0.1%	2
6 or more years	0.1%	2
Do not intend to complete bachelor's degree at NC State	0.3%	6
<i>Total</i>	<i>100%</i>	<i>2,181</i>

Highest Level of Education Anticipated to Complete (Figure 4)

When asked to identify the highest level of education they planned to complete, over 60 percent of respondents reported that they intended to earn a degree beyond a bachelor’s degree (61.5%), with one-fourth of all respondents reporting they plan to pursue a doctoral or professional degree (26.3%).

Figure 4: Highest Level of Education Anticipated Completing (among those intending on completing a degree) (N=2,198)



Certainty of College Major (Table 8)

More than three-fourths of incoming first-year students reported that they were either “very certain” (31.8%) or “certain” (45.4%) in their choice of college major. Levels of certainty, however, varied by college. Students in the College of Design and the Wilson College of Textiles were most likely to be sure about their choice of college major, with over 90 percent in each college saying they were either “very certain” or “certain” about their choice (95.0% and 93.2%, respectively).

Students in University College, where students enter NC State without a declared major, were not surprisingly the most likely to report being uncertain, with just over 50 percent saying they were “very uncertain” (18.0%) or “uncertain” (43.8%) about their major.

Aside from University College students, those entering in the College of Humanities and Social Sciences (25.9%) and the College of Natural Resources (23.6%) were the most likely to report being either “uncertain” or “very uncertain” in their choice of college major.

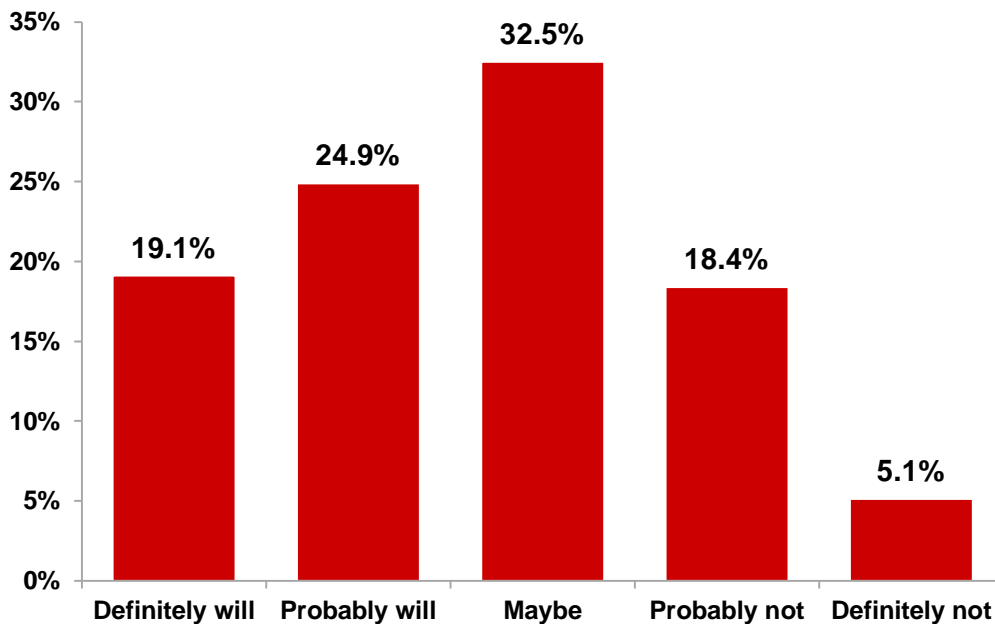
Table 8: Certainty of College Major

College/School	Certainty of College Major				N
	Very certain	Certain	Uncertain	Very uncertain	
Agriculture & Life Sciences	52.0%	35.2%	11.7%	1.2%	256
Design	50.0%	45.0%	5.0%	.	60
Education	47.9%	35.2%	12.7%	4.2%	71
Engineering	30.4%	53.9%	14.9%	0.9%	906
Natural Resources	29.1%	47.3%	20.0%	3.6%	110
Humanities & Social Sciences	39.6%	34.5%	23.4%	2.5%	197
Sciences	33.8%	51.5%	12.9%	1.9%	373
Textiles	52.1%	41.1%	6.8%	.	73
Management	28.5%	52.3%	18.7%	0.5%	193
University College	8.1%	30.1%	43.8%	18.0%	372
<i>Total</i>	<i>31.8%</i>	<i>45.4%</i>	<i>19.0%</i>	<i>3.8%</i>	<i>2,611</i>

Likelihood of Participation in Abroad Program (Figure 5)

A notable number of incoming first-year students reported that it was at least somewhat likely they would participate in a Study Abroad program while an undergraduate student at NC State, with 44 percent saying they either “definitely” (19.1%), or “probably will” (24.9%) participate. Just five percent said they would “definitely not” participate in a Study Abroad program while an undergraduate student at NC State (5.1%).

Figure 5: Likelihood of Study Abroad Program Participation (N=2,182)



Intended Employment Location after Graduation (Table 9)

When asked to indicate the general location in which they intend to seek employment after graduation, 16 percent reported that they will be seeking work “in North Carolina only,” while 46 percent said that they would seek work “anywhere in the USA” (45.5%) and one percent said that they would seek work “outside the USA only” (1.2%). Over one-third said that they would seek work “anywhere – location is not important” (37.3%). Students who reported that they did not plan to seek employment immediately after graduation were excluded from analysis.

Table 9: Intended Employment Location after Graduation (among those planning on seeking employment)

	%	N
In North Carolina only	16.0%	288
Anywhere in the USA	45.5%	816
Outside the USA	1.2%	21
Anywhere – location is not important	37.3%	670
<i>Total</i>	<i>100%</i>	<i>1,795</i>

Development and Importance of Goals Held by NC State (Tables 10-16)

Incoming first-year 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 their importance of given skills, they felt they did a good job developing many of them before starting college.

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 their general education.

Average ratings of students’ current level of development for all the goals asked about range from a high of 3.52 to a low of 2.64 (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 their current level of development was “excellent” for include:

- Ability to work with people from diverse backgrounds (57.1% “excellent”)
- Believing more time and effort will lead to increase learning (46.7%)
- Appreciating differences in sexual orientation (46.7%)
- Taking responsibility for my own behavior (46.1%)
- Sensitivity to issues associated with racial equity (44.1%)
- Valuing learning as a lifelong process (43.1%)
- Sensitivity to issues associated with gender equity (42.6%)
- Understanding and respecting diverse cultures, values, and perspectives (42.0%)

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

- Speaking effectively (42.6% “fair” or “poor”)
- Time management (40.6%)
- Ability to manage ongoing stressors (39.8%)
- Capacity to engage with/respond to artistic works and evaluate significance (39.1%)
- Being involved in public and community affairs (36.5%)

Average ratings for the importance of the 49 individual goals asked about range from a high of 3.87 to a low of 3.09 (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 nine goals do more than five percent of respondents say that the goal was 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 (87.6% “very important”)
- Ability to work with people from diverse backgrounds (85.2%)
- Taking responsibility for my own behavior (84.6%)
- Ability to set and accomplish goals (82.7%)
- Ability to manage ongoing stressors (82.6%)
- Experiencing personal growth (82.5%)
- Seeing projects through to completion (82.1%)
- Working effectively as part of a team (81.6%)

Goals most likely to be seen as “slightly” or “not at all important” by incoming first-year students include:

- Capacity to engage with/respond to artistic works and evaluate significance (23.6% “slightly important” or “not at all important”)
- Appreciating the humanities (14.8%)
- Applying social science methods to understand human behavior (12.5%)
- Applying scientific methods of inquiry (9.0%)
- Appreciating differences in sexual orientation (8.5%)
- Being involved in public and community affairs (7.0%)

General Education Goals

Overall, respondents reported that they felt prepared in various general education areas prior to coming to campus, as at least three-fourths of respondents said that their current level of development was “excellent” or “good” on 16 of the 22 general education goals asked about. They were most likely to say that their current level of development was “excellent” for *ability to plan and carry out projects independently* (39.1%), *using technologies appropriate to my discipline* (39.1%), *listening attentively* (37.2%), and *understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just* (37.0%). Conversely, *speaking effectively* (42.6%) and *the capacity to engage with/respond to artistic works and evaluate their significance* (39.1%) were most likely to be either rated as “fair” or “poor” by incoming students.

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	3.25	39.1%	47.5%	12.6%	0.8%	2,558
Development: Using technologies appropriate to my discipline	3.23	39.1%	46.3%	13.1%	1.6%	2,563
Development: Listening attentively	3.22	37.2%	48.9%	12.8%	1.1%	2,584
Development: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.21	37.0%	47.9%	13.7%	1.4%	2,483
Development: Gathering relevant information or evidence	3.12	28.3%	55.5%	15.7%	0.5%	2,560
Development: Comprehending written and oral information	3.11	29.3%	53.3%	16.1%	1.3%	2,584
Development: Identifying a problem/concept and articulating its components	3.10	27.1%	56.1%	15.9%	0.9%	2,544
Development: Consider all options when solv prob and think through implications of select one alternative over another	3.09	29.1%	51.4%	18.6%	0.8%	2,522
Development: Questioning my assumptions and considering points of view that conflict with mine	3.08	29.4%	51.1%	17.9%	1.7%	2,521
Development: Using mathematical skills	3.07	35.1%	41.0%	19.8%	4.1%	2,580
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.06	27.0%	52.9%	19.2%	0.9%	2,561
Development: Keeping my personal data and devices secure	3.04	28.9%	48.7%	20.1%	2.3%	2,493
Development: Applying analytic skills	3.04	26.6%	52.7%	19.1%	1.5%	2,538
Development: Appreciating the humanities	3.03	31.1%	45.0%	20.0%	4.0%	2,478
Development: Reflecting on my own work	3.01	27.0%	49.1%	21.4%	2.5%	2,527
Development: Creating/distributing info and knowl using mult communication forms	2.97	24.3%	50.4%	22.8%	2.5%	2,571
Development: Writing effectively	2.95	21.6%	53.9%	21.9%	2.5%	2,564
Development: Solving real world problems in ways that demonstrate imagination/creativity	2.94	23.3%	50.0%	24.2%	2.5%	2,515
Development: Applying scientific methods of inquiry	2.90	20.5%	52.0%	24.2%	3.3%	2,539
Development: Applying social science methods to understand human behavior	2.84	20.6%	47.4%	27.4%	4.6%	2,444
Development: Capacity to engage with/respond to artistic works and evaluate significance	2.75	23.5%	37.4%	29.1%	10.0%	2,460
Development: Speaking effectively	2.64	16.2%	41.2%	32.8%	9.8%	2,573

Incoming first-year students on average rated their importance of the general education goals asked about higher than their current level of development on them. Over 90 percent rated 19 of the 22 general education goals as being “very” or “moderately important” to themselves. They were most likely to rate *listening attentively* (80.7%), *comprehending written and oral information* (80.5%), *ability to plan and carry out projects independently* (78.4%), and *considering all options when solving a problem and thinking through the implications of selecting one alternative over another* (77.4%) as being “very important” to them. Respondents were most likely to consider *capacity to engage with/respond to artistic works and evaluate their significance* (23.6%), *appreciating the humanities* (14.8%), *applying social science methods to understand human behavior* (12.5%), and *applying scientific methods of inquiry* (9.0%) 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	3.80	80.7%	18.3%	0.8%	0.1%	2,480
Importance: Comprehending written and oral information	3.79	80.5%	18.5%	1.0%	0.0%	2,480
Importance: Ability to plan and carry out projects independently	3.77	78.4%	20.1%	1.5%	0.1%	2,467
Importance: Consider all options when solv prob and think through implications of select one alternative over another	3.76	77.4%	21.3%	1.3%	0.0%	2,464
Importance: Gathering relevant information or evidence	3.75	76.4%	22.3%	1.3%	0.1%	2,462
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.74	75.9%	22.3%	1.7%	0.1%	2,463
Importance: Identifying a problem/concept and articulating its components	3.74	75.8%	22.5%	1.6%	0.1%	2,463
Importance: Speaking effectively	3.73	75.5%	21.8%	2.6%	0.0%	2,483
Importance: Using technologies appropriate to my discipline	3.72	74.0%	24.1%	1.9%	0.1%	2,469
Importance: Keeping my personal data and devices secure	3.71	74.2%	22.9%	2.6%	0.2%	2,459
Importance: Applying analytic skills	3.71	73.0%	25.1%	1.8%	0.2%	2,463
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.69	72.2%	25.3%	2.3%	0.2%	2,462
Importance: Reflecting on my own work	3.65	68.4%	28.5%	2.8%	0.2%	2,455
Importance: Questioning my assumptions and considering points of view that conflict with mine	3.65	67.9%	29.3%	2.5%	0.2%	2,461
Importance: Writing effectively	3.62	65.2%	31.8%	2.7%	0.4%	2,481
Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.59	64.8%	30.4%	4.2%	0.6%	2,450
Importance: Using mathematical skills	3.56	63.5%	30.0%	5.5%	0.9%	2,481
Importance: Creating/distributing info and knowl using mult communication forms	3.51	56.9%	37.2%	5.7%	0.2%	2,480
Importance: Applying scientific methods of inquiry	3.45	54.5%	36.5%	8.4%	0.6%	2,458
Importance: Applying social science methods to understand human behavior	3.32	46.6%	40.9%	10.7%	1.8%	2,431
Importance: Appreciating the humanities	3.27	44.4%	40.9%	12.0%	2.8%	2,435
Importance: Capacity to engage with/respond to artistic works and evaluate significance	3.09	37.6%	38.8%	19.0%	4.6%	2,446

Personal Development Goals

At least two-thirds of respondents gave a rating of “excellent” or “good” to 15 of the 19 personal development goals asked about. They were most likely to say that their current level of development was “excellent” for *believing more time and effort will lead to increased learning* (46.7%), *taking responsibility for my own behavior* (46.1%), and *valuing learning as a lifelong process* (43.1%). Conversely, at least one-third of respondents gave a rating of “fair” or “poor” to their development of a number of personal development goals, including *time management* (40.6%), *ability to manage ongoing stressors* (39.8%), *being involved in public and community affairs* (36.5%), *gaining clarity in my future career direction* (33.5%), *recovering from emotional setbacks* (33.1%).

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	3.38	46.7%	44.6%	8.1%	0.5%	2,398
Development: Taking responsibility for my own behavior	3.38	46.1%	46.6%	6.9%	0.5%	2,403
Development: Valuing learning as a lifelong process	3.30	43.1%	45.1%	10.9%	0.9%	2,397
Development: Working effectively as part of a team	3.25	37.0%	51.4%	10.8%	0.7%	2,417
Development: Recognizing and acting on ethical principles	3.24	34.3%	56.1%	9.2%	0.5%	2,412
Development: Experiencing personal growth	3.22	37.6%	48.4%	12.7%	1.3%	2,419
Development: Seeing projects through to completion	3.15	33.7%	49.9%	13.9%	2.5%	2,374
Development: Ability to set and accomplish goals	3.08	27.7%	54.1%	16.5%	1.8%	2,386
Development: Identifying alternatives when faced with setbacks	3.04	25.6%	54.2%	19.2%	1.1%	2,387
Development: Developing leadership skills	3.02	28.4%	47.9%	20.8%	2.9%	2,423
Development: Ability to reflect, review, self-regulate, and self-examine	2.93	22.8%	50.9%	23.1%	3.2%	2,405
Development: Developing and sustaining an active and healthy lifestyle	2.92	27.9%	41.8%	24.9%	5.4%	2,418
Development: Expressing my opinion when others disagree	2.91	27.3%	42.9%	23.1%	6.6%	2,383
Development: Viewing failure as an opportunity to learn	2.90	28.2%	41.0%	23.3%	7.5%	2,396
Development: Recovering from emotional setbacks	2.81	21.3%	45.7%	25.8%	7.3%	2,367
Development: Being involved in public and community affairs	2.78	21.3%	42.2%	29.6%	6.9%	2,411
Development: Gaining clarity in my future career direction	2.78	19.7%	46.7%	25.7%	7.8%	2,379
Development: Ability to manage ongoing stressors	2.68	16.2%	44.1%	31.1%	8.7%	2,399
Development: Time management	2.67	17.6%	41.8%	30.9%	9.7%	2,403

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 said that *time management* (87.6%), *taking responsibility for my own behavior* (84.6%), *ability to set and accomplish goals* (82.7%), *ability to manage ongoing stressors* (82.6%), *experiencing personal growth* (82.5%), *seeing projects through completion* (82.1%), and *working effectively as part of a team* (81.6%) were “very important” to them. The only item which more than five percent of respondents indicated as being “slightly” (6.4%) or “not at all important” (0.6%) 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	3.87	87.6%	11.6%	0.6%	0.2%	2,358
Importance: Taking responsibility for my own behavior	3.84	84.6%	14.5%	0.7%	0.2%	2,362
Importance: Ability to set and accomplish goals	3.82	82.7%	16.2%	1.0%	0.1%	2,352
Importance: Ability to manage ongoing stressors	3.82	82.6%	16.8%	0.4%	0.3%	2,365
Importance: Experiencing personal growth	3.82	82.5%	16.8%	0.6%	0.1%	2,365
Importance: Seeing projects through to completion	3.81	82.1%	17.0%	0.8%	0.2%	2,351
Importance: Working effectively as part of a team	3.80	81.6%	16.9%	1.4%	0.1%	2,366
Importance: Identifying alternatives when faced with setbacks	3.78	78.7%	20.5%	0.8%	0.1%	2,342
Importance: Gaining clarity in my future career direction	3.76	77.9%	20.4%	1.4%	0.2%	2,349
Importance: Recovering from emotional setbacks	3.75	78.2%	19.4%	2.1%	0.3%	2,341
Importance: Developing and sustaining an active and healthy lifestyle	3.73	75.6%	22.1%	2.1%	0.3%	2,367
Importance: Viewing failure as an opportunity to learn	3.72	74.6%	23.5%	1.7%	0.2%	2,349
Importance: Developing leadership skills	3.72	74.3%	23.5%	2.1%	0.1%	2,366
Importance: Ability to reflect, review, self-regulate, and self-examine	3.72	74.2%	24.1%	1.5%	0.2%	2,361
Importance: Valuing learning as a lifelong process	3.69	71.5%	25.9%	2.5%	0.1%	2,363
Importance: Believing more time and effort will lead to increased learning	3.68	71.3%	25.3%	2.9%	0.4%	2,354
Importance: Recognizing and acting on ethical principles	3.67	70.5%	26.7%	2.3%	0.5%	2,369
Importance: Expressing my opinion when others disagree	3.60	63.8%	32.6%	3.4%	0.3%	2,349
Importance: Being involved in public and community affairs	3.48	55.9%	37.1%	6.4%	0.6%	2,364

World View Goals

At least 80 percent 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* (57.1%), *appreciating differences in sexual orientation* (46.7%), and *sensitivity to issues associated with racial equity* (44.1%). Respondents were most likely to rate their current level of development as “fair” or “poor” for *understanding issues and problems facing the world* (20.0%).

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	3.52	57.1%	38.2%	4.5%	0.3%	2,288
Development: Sensitivity to issues associated with racial equity	3.34	44.1%	46.4%	8.6%	1.0%	2,263
Development: Understanding and respecting diverse cultures, values, and perspectives	3.31	42.0%	47.7%	9.5%	0.9%	2,293
Development: Appreciating differences in sexual orientation	3.29	46.7%	38.5%	11.3%	3.4%	2,244
Development: Sensitivity to issues associated with gender equity	3.25	42.6%	42.2%	12.9%	2.3%	2,249
Development: Understanding the commonality of human problems globally	3.22	37.8%	47.8%	13.1%	1.2%	2,256
Development: Understanding the present as it relates to historical events	3.22	37.7%	48.7%	11.8%	1.7%	2,271
Development: Understanding issues and problems facing the world	3.06	27.9%	52.1%	18.3%	1.7%	2,297

Over 90 percent of respondents rated all eight of the listed world view goals as “very” or “moderately important” to them, with over 95 percent giving these ratings to seven of the eight goals. A rating of “very important” was given by at least three-fourths of respondents to *ability to work with people from diverse backgrounds* (85.2%), *understanding and respecting diverse cultures, values, and perspectives* (80.4%), *understanding issues and problems facing the world* (79.9%), *sensitivity to issues associated with racial equity* (79.0%), and *understanding the commonality of human problems globally* (75.5%). Respondents were most likely to say that *appreciating differences in sexual orientation* (8.5%) and *sensitivity to issues associated with gender equity* (5.9%) were either “slightly” or “not at all important.”

Table 15: 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	3.84	85.2%	13.6%	1.0%	0.3%	2,280
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.78	80.4%	17.9%	1.3%	0.4%	2,279
Importance: Understanding issues and problems facing the world	3.78	79.9%	18.5%	1.4%	0.2%	2,278
Importance: Sensitivity to issues associated with racial equity	3.75	79.0%	18.2%	1.9%	1.0%	2,258
Importance: Understanding the commonality of human problems globally	3.73	75.5%	21.8%	2.2%	0.4%	2,252
Importance: Understanding the present as it relates to historical events	3.69	71.8%	25.5%	2.5%	0.2%	2,265
Importance: Sensitivity to issues associated with gender equity	3.64	71.4%	22.6%	4.3%	1.6%	2,253
Importance: Appreciating differences in sexual orientation	3.57	68.6%	22.9%	5.8%	2.7%	2,245

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 that goal. However, goals ranked relatively high in development also ranked relatively high in importance compared to other goals asked about. Table 16 provides a comparison between ratings of respondents' current level of development of those skills and their importance of them. The goals listed in Table 16 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 importance and development (i.e. areas students have progressed well in before starting college and also feel that they are particularly important) include:

- Ability to work with people from diverse backgrounds (2nd in importance [average rating 3.84] and 1st in development [average rating 3.52])
- Taking responsibility for my own behavior (3rd [3.84] and 2nd [3.38])
- Working effectively as part of a team (8th [3.80] and 10th [3.25])
- Understanding and respecting diverse cultures, values, and perspectives (12th [3.78] and 5th [3.31])
- Ability to plan and carry out projects independently (14th [3.77] and 9th [3.25])

Conversely, a few goals ranked low in both importance and development. These include:

- The capacity to engage with/respond to artistic works and evaluate significance (49th in importance [average rating 3.09] and 47th in development [average rating 2.75])
- Applying social science methods to understand human behavior (47th [3.32] and 42nd [2.84])
- Applying scientific methods of inquiry (46th [3.45] and 41st [2.90])
- Being involved in public and community affairs (45th [3.48] and 45th [2.78])
- Expressing my opinion when others disagree (40th [3.60] and 39th [2.91])

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 incoming 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 3.87] vs 48th in development [average rating 2.67])
- Ability to manage ongoing stressors (4th [3.82] vs 47th [2.68])
- Gaining clarity in my future career direction (15th [3.76] vs 44th [2.78])
- Recovering from emotional setbacks (17th [3.75] vs 43rd [2.81])
- Speaking effectively (23rd [3.73] vs 49th [2.64])

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:

- Appreciating differences in sexual orientation (42nd in importance [average importance rating 3.57] vs 7th in development [average development rating 3.29])
- Believing more time and effort will lead to increased learning (34th [3.68] vs 3rd [3.38])
- Sensitivity to issues associated with gender equity (38th [3.64] vs 8th [3.25])
- Valuing learning as a lifelong process (33rd [3.69] vs 6th [3.30])
- Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just (41st [3.59] vs 17th [3.21])
- Recognizing and acting on ethical principles (35th [3.67] vs 11th [3.24])

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	3.52	2	3.84
Taking responsibility for my own behavior	2	3.38	3	3.84
Believing more time and effort will lead to increased learning	3	3.38	34	3.68
Sensitivity to issues associated with racial equity	4	3.34	18	3.75
Understanding & respecting diverse cultures, values, & perspectives	5	3.31	12	3.78
Valuing learning as a lifelong process	6	3.30	33	3.69
Appreciating differences in sexual orientation	7	3.29	42	3.57
Sensitivity to issues associated with gender equity	8	3.25	38	3.64
Ability to plan and carry out projects independently	9	3.25	14	3.77
Working effectively as part of a team	10	3.25	8	3.80
Recognizing and acting on ethical principles	11	3.24	35	3.67
Using technologies appropriate to my discipline	12	3.23	28	3.72
Understanding the present as it relates to historical events	13	3.22	32	3.69
Experiencing personal growth	14	3.22	5	3.82
Understanding the commonality of human problems globally	15	3.22	24	3.73
Listening attentively	16	3.22	9	3.80
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	17	3.21	41	3.59
Seeing projects through to completion	18	3.15	7	3.81
Gathering relevant information or evidence	19	3.12	19	3.75
Comprehending written and oral information	20	3.11	10	3.79
Identifying a problem/concept and articulating its components	21	3.10	21	3.74
Consider all options when solve prob and think through implications of select one alternative over another	22	3.09	16	3.76
Questioning my assumptions and considering points of view that conflict with mine	23	3.08	37	3.65
Ability to set and accomplish goals	24	3.08	6	3.82
Using mathematical skills	25	3.07	43	3.56
Understanding issues and problems facing the world	26	3.06	11	3.78
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	27	3.06	20	3.74
Applying analytic skills	28	3.04	30	3.71
Identifying alternatives when faced with setbacks	29	3.04	13	3.78
Keeping my personal data and devices secure	30	3.04	29	3.71
Appreciating the humanities	31	3.03	48	3.27
Developing leadership skills	32	3.02	27	3.72
Reflecting on my own work	33	3.01	36	3.65
Creating/distributing info and knowl using mult communication forms	34	2.97	44	3.51
Writing effectively	35	2.95	39	3.62
Solving real world problems in ways that demonstrate imagination/creativity	36	2.94	31	3.69
Ability to reflect, review, self-regulate, and self-examine	37	2.93	26	3.72
Developing and sustaining an active and healthy lifestyle	38	2.92	22	3.73
Expressing my opinion when others disagree	39	2.91	40	3.60
Viewing failure as an opportunity to learn	40	2.90	25	3.72
Applying scientific methods of inquiry	41	2.90	46	3.45
Applying social science methods to understand human behavior	42	2.84	47	3.32
Recovering from emotional setbacks	43	2.81	17	3.75
Gaining clarity in my future career direction	44	2.78	15	3.76
Being involved in public and community affairs	45	2.78	45	3.48
Capacity to engage with/respond to artistic works and evaluate significance	46	2.75	49	3.09
Ability to manage ongoing stressors	47	2.68	4	3.82
Time management	48	2.67	1	3.87
Speaking effectively	49	2.64	23	3.73

Finances and Paying for College

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

Almost half of respondents reported that \$10,000 or more of their first year educational expenses would come from *family resources* (46.5%). While well 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 (54.0%), one-third reported having \$3,000 or more in loans (33.4%), with nine percent saying they will have \$10,000 or more in loans (8.8%).

Students themselves were least likely to be covering college expenses with their own money, with over two-thirds saying they themselves would be contributing nothing at all (30.8%) or less than \$1,000 (37.5%) to their first year educational expenses. However, a small number of students reported that they would be contributing \$10,000 or more of their own resources to pay expenses (3.0%). Finally, a notably number of students (62.2%) said they are receiving at least some aid that does not need to be repaid, such as grants or scholarships, with 20 percent receiving \$10,000 or more in such aid for their first year expenses.

Table 17: Sources of Education Funding

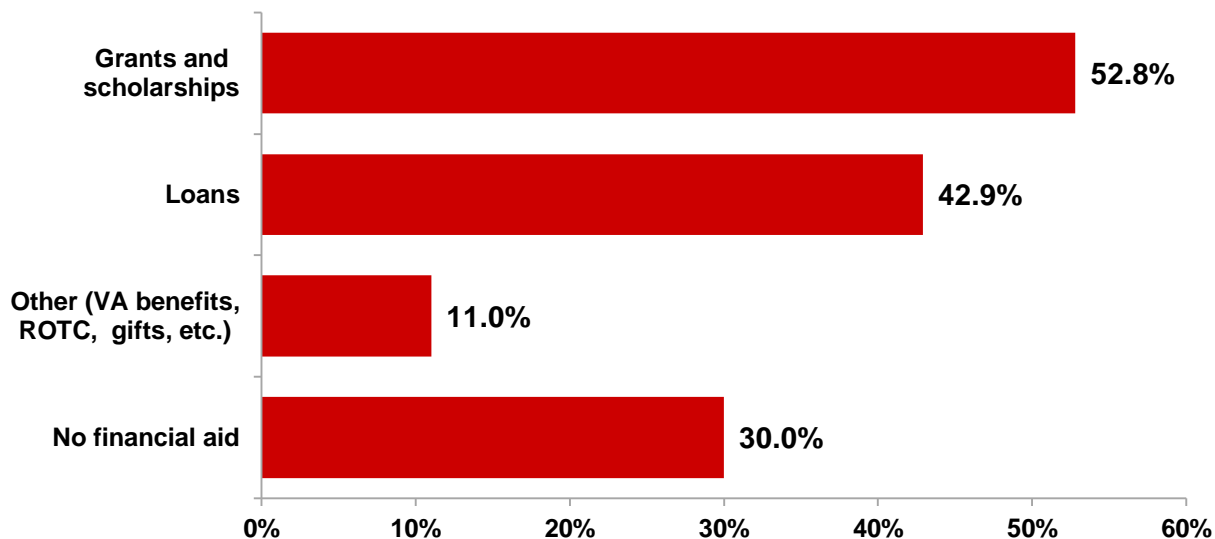
	None	Less than \$1,000	\$1,000 - \$2,999	\$3,000 - \$5,999	\$6,000 - \$9,999	\$10,000 or more	N
Family resources (parents, relatives, spouse, etc.)	10.5%	9.1%	10.1%	11.2%	12.6%	46.5%	2,595
My own resources (savings from work, other income)	30.8%	37.5%	19.4%	6.5%	2.9%	3.0%	2,542
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	37.8%	7.5%	15.7%	10.9%	8.0%	20.0%	2,547
Aid that must be repaid (loans, etc.)	54.0%	3.4%	9.2%	19.2%	5.4%	8.8%	2,534
Other than above	93.1%	2.6%	2.2%	0.6%	0.6%	0.8%	1,778

Financial Aid Received (Figure 6)

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 (52.8%), while 43 percent said that they received loans to help pay for their education (42.9%). Fewer students reported they were receiving some other type of financial aid (11.0%).

Nine-in-ten respondents reported that they had submitted the Free Application for Federal Student Aid (FAFSA) (89.7%).

Figure 6: Financial Aid Received*



*Note: Respondents could select more than one response

Student Employment (Figures 7-8; Table 18)

Over one-third of respondents reported that they would be employed during their first year of college (36.0%) – a significantly lower percentage than past years, potentially due to the ongoing COVID-19 pandemic. Employed respondents were nearly equally as likely to say they would be working on campus (40.8%) than off campus (43.1%). Sixteen percent of the students planning on being employed said they would be working both on and off campus (16.2%).

About half of students planning on working during their first year at NC State said they would be working 10 hours or less per week (54.7% of those working on campus, and 49.8% of those working off campus). Respondents who said that they would be working off campus were slightly more likely than those planning to work on campus to report working more than 20 hours per week (12.8% vs 7.0%, 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 said that they will be working 1-10 hours at both their on campus and off campus jobs (38.9%), while 20 percent said they would work 11-20 hours at each of their on and off campus jobs (20.6%). Four percent said they would work more than 20 hours at each of their on campus and off campus jobs during their first year at NC State (4.0%).

Figure 7: Employment Status and Work Location during First Year at NC State

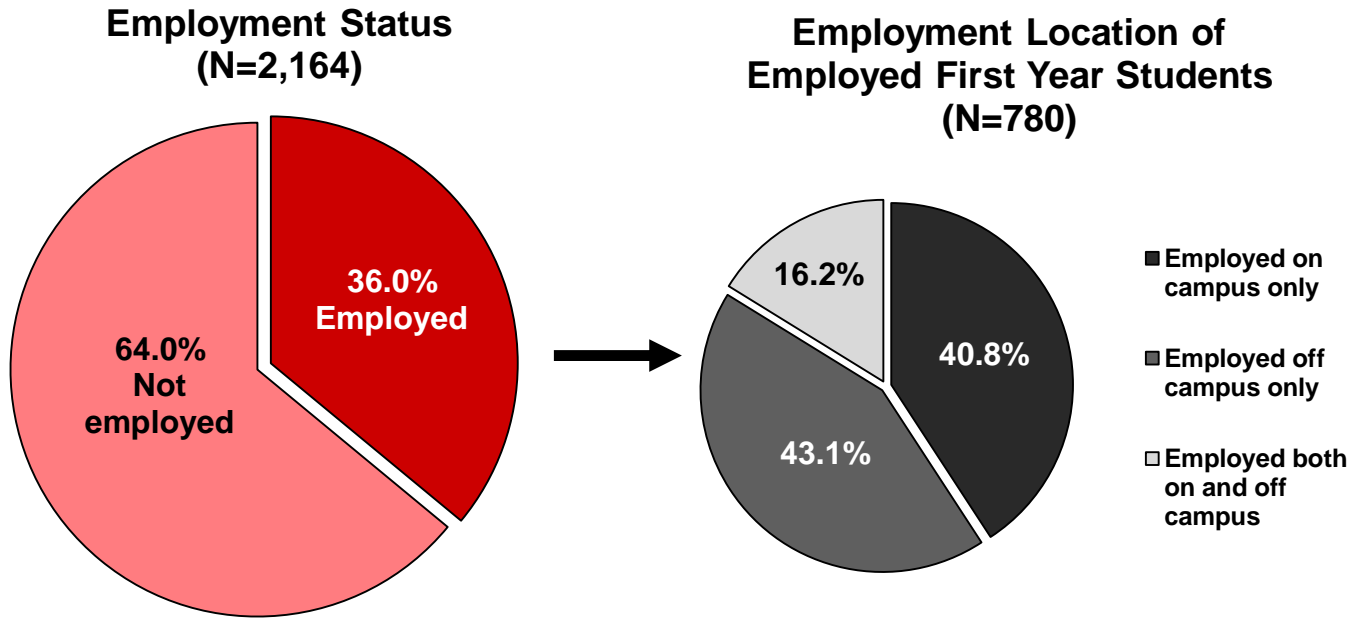


Figure 8: On Campus vs Off Campus Work Hours

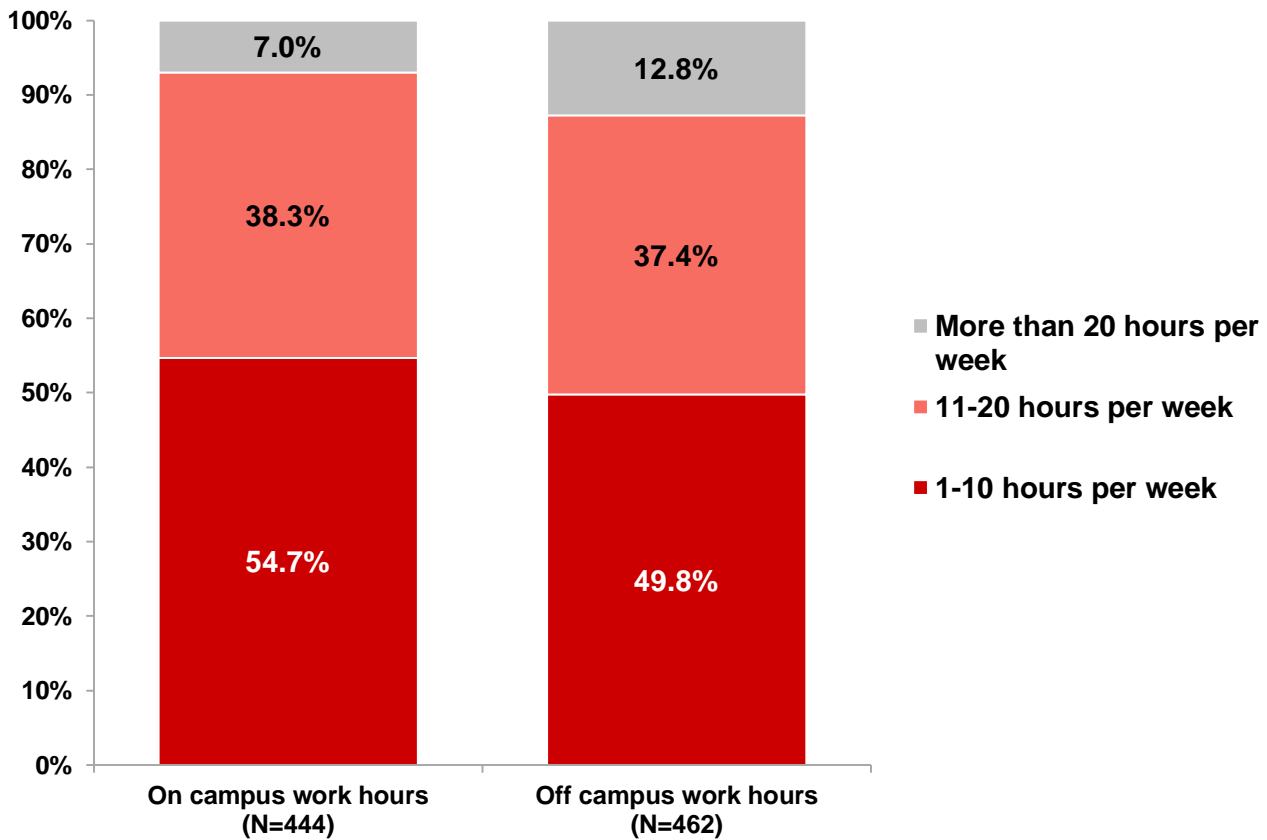


Table 18: Students Employed both On and Off Campus (N=126)

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	38.9%	4.0%	3.2%	46.1%
11-20 hours per week	10.3%	20.6%	8.7%	39.6%
More than 20 hours per week	4.0%	6.4%	4.0%	14.3%
<i>Total</i>	53.2%	31.0%	15.9%	100%

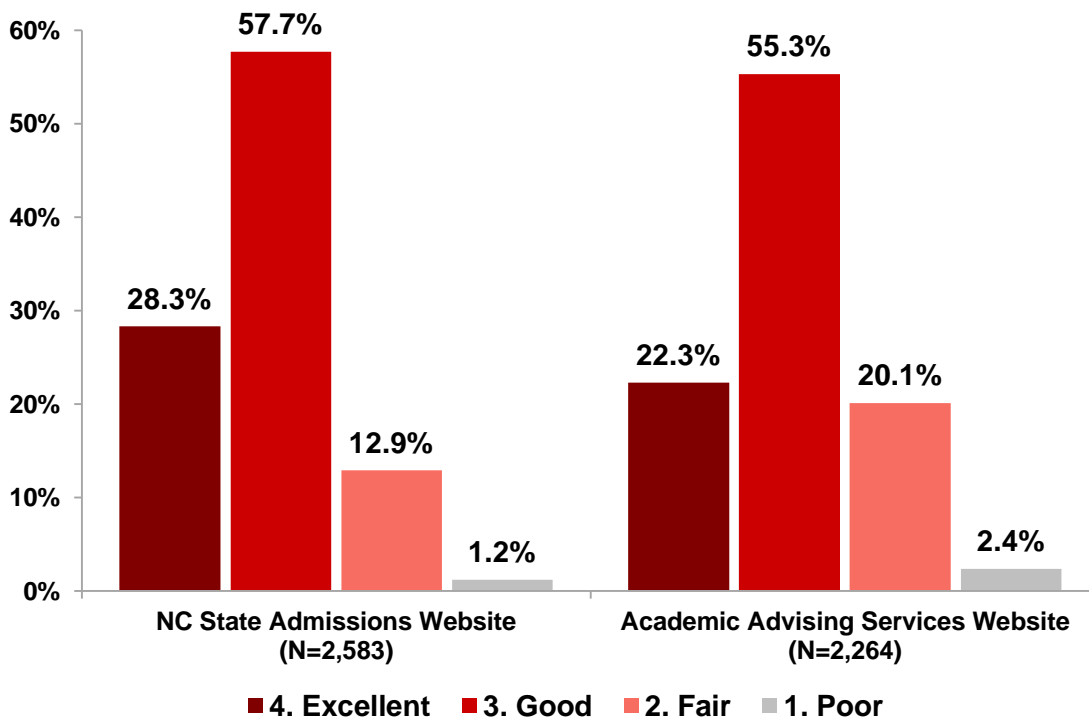
Satisfaction with NC State Services

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

Rating of NC State Admissions and Academic Advising Services Websites (Figure 9)

When asked to evaluate the NC State Admissions website, 86 percent of respondents gave a rating of “excellent” (28.3%) or “good” (57.7%), and when asked to evaluate the NC State Academic Advising Services website, over three-fourths gave a rating of “excellent” (22.3%) or “good” (55.3%).

Figure 9: Rating of the NC State Admissions and Academic Services (excluding those who responded “Never used”)



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 82 percent of respondents saying that they were either “very” (24.2%) or “moderately satisfied” (58.2%) with the financial aid process.

Table 19: Satisfaction with NC State Financial Aid Process (excluding those who responded “Not applicable”)

	%	N
4: Very satisfied	24.2%	525
3: Moderately satisfied	58.2%	1,260
2: Moderately dissatisfied	12.9%	280
1: Very dissatisfied	4.7%	101
<i>Total</i>	<i>100%</i>	<i>2,166</i>

New Student Orientation (Tables 20-23)

Incoming first-year 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 2020 semester. Due to the ongoing COVID-19 pandemic, all incoming students attended Orientation virtually, and responses to the following items all pertain to attending Orientation online – not in person.

When asked about their interactions with their college/department prior to attending their virtual New Student Orientation session, 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* (86.8%), that they were *satisfied with the attention they received prior to Orientation* (83.6%), and that the *information/advice they received prior to Orientation helped them to plan their fall schedule* (82.4%).

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
Communication with college/dept prior to Orientation provided opportunity to get answers to my academic questions	3.13	28.5%	58.3%	10.4%	2.8%	2,106
I am satisfied with the attention received from college/dept prior to Orientation	3.10	29.2%	54.4%	13.3%	3.1%	2,161
Info/advice from college/dept prior to Orientation helped me plan schedule	3.05	26.7%	55.7%	13.3%	4.3%	2,152

When asked the same questions about their interaction with their college/department during Orientation, they were similarly satisfied, as over 80 percent also 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* (89.0%), *satisfied with the attention received from their college/department during Orientation* (88.8%), and that the *information/advice they received from their college/department helped them to plan their fall schedule* (82.1%).

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

	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am satisfied with the attention received from college/dept during Orientation	3.18	30.5%	58.5%	9.2%	1.8%	2,166
Time spent with college/dept during Orientation provided opportunity to get answers to my academic questions	3.17	29.4%	59.4%	9.7%	1.6%	2,163
Info/advice from college/dept during Orientation helped me plan schedule	3.06	27.5%	54.6%	14.4%	3.5%	2,155

More than nine-in-ten incoming students agreed that New Student Orientation provided useful information about a number of different policies, practices, and resources on campus. 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 (55.2%), the resources available to me if I need help preventing or reporting sexual violence (52.3%), and the tactics I can use to be an active bystander to prevent or disrupt violence (51.8%).*

Table 22: Agreement with New Student Orientation Providing Useful Information

NSO Provided Useful Information About:	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
The prohibition of sexual violence, relationship violence, and stalking at NC State	3.53	55.2%	43.1%	1.0%	0.7%	2,168
The resources available to me if I need help preventing or reporting sexual violence	3.50	52.3%	45.6%	1.5%	0.6%	2,161
The tactics I can use to be an active bystander to prevent or disrupt violence	3.48	51.8%	45.3%	2.3%	0.6%	2,165
Expectations for being a member of the NC State community	3.36	41.2%	54.5%	3.7%	0.7%	2,161
Policies that may impact my experience at NC State (e.g., Code of Student Conduct)	3.36	41.0%	54.5%	3.5%	0.9%	2,154
NC State's acceptance and encouragement of the free and open exchange of ideas and opinions	3.35	40.7%	55.0%	3.3%	1.1%	2,163
The resources available to me if I have questions about free speech and free expression at NC State	3.29	38.8%	52.9%	7.2%	1.1%	2,119
Various ways available to engage in the NC State community	3.28	35.9%	58.0%	4.6%	1.4%	2,157
My part in building an inclusive community on campus	3.21	31.0%	60.3%	7.4%	1.3%	2,137

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 90 percent of respondents saying they either “strongly agree” or “agree” to all but one item asked about. 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 (50.1%)*

Table 23: 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	3.45	50.1%	45.4%	3.6%	0.9%	2,149
I can identify behaviors that will promote my personal well-being	3.37	41.7%	54.7%	2.9%	0.7%	2,146
I can identify behaviors that will promote community well-being	3.35	39.5%	56.4%	3.5%	0.6%	2,140
I can identify resources that will promote my personal well-being	3.34	39.4%	56.0%	3.9%	0.7%	2,139
I can identify resources that will promote community well-being	3.34	39.4%	55.5%	4.5%	0.6%	2,125
I feel better prepared to start my first semester at NC State	3.31	40.9%	51.0%	6.9%	1.3%	2,151
I feel more connected to the NC State community	3.17	33.4%	52.5%	12.1%	2.0%	2,139

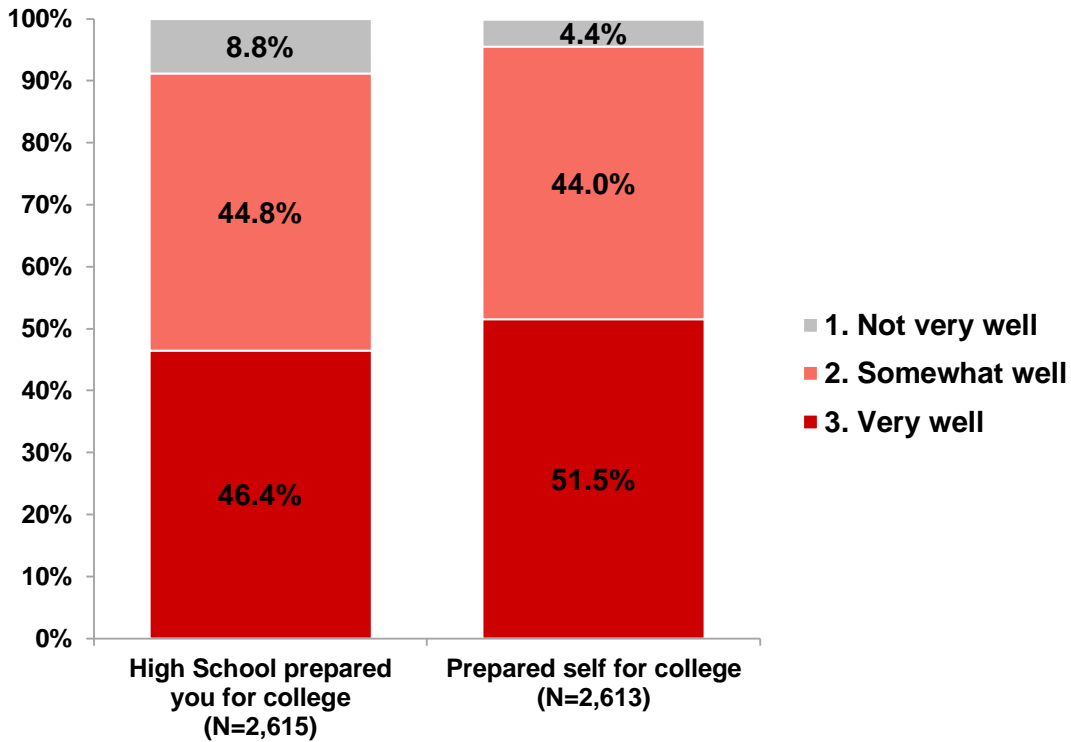
Demographic and Family Background Characteristics

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 felt they were “very well” prepared for college by their own efforts (51.5%), while a little under half said that high school prepared them “very well” for college (46.4%). However, respondents were twice as likely to report that they were “not very well” prepared for college by their high school as compared with their own efforts (8.8% vs 4.4%).

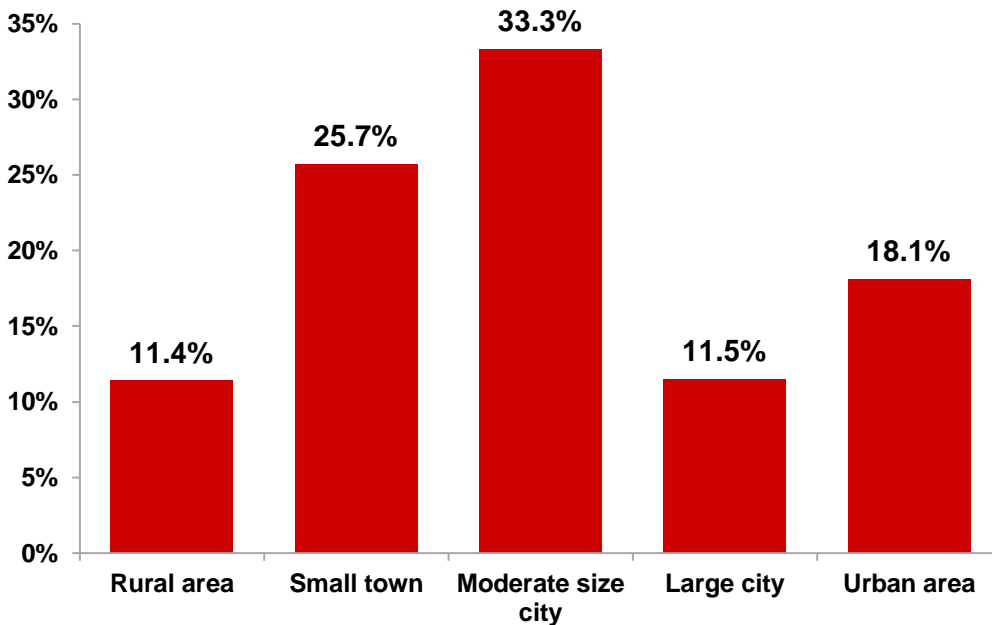
Figure 10: College Preparation



Hometown Geographic Area (Figure 11)

More than one-third of incoming first-year students responding to the survey reported that they were from a “rural area” (11.4%) or a “small town” (25.7%), while three-in-ten came from a “large city” (11.5%) or an “urban area” (18.1%).

Figure 11: Hometown Geographic Area (N=2,194)



First Generation College Students (Table 24)

Seventeen percent of respondents are a first generation college student: seven percent reported that no parent/guardian of theirs had ever attended college (7.0%), and 10 percent reported that while a parent/guardian had attended college, they had not earned a four-year degree (10.2%).

Table 24: First Generation College Students

	%	N
First generation college student	7.0%	192
At least one parent attended college but did not earn a degree	10.2%	279
Not first generation	82.7%	2,254
<i>Total</i>	<i>100%</i>	<i>2,725</i>

Parents’/Guardians’ Financial Support (Tables 25-29; Figure 12)

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 2019 pre-tax income, more than half of respondents reported that their family’s combined income was over \$100,000 (56.7%), with 32 percent reporting it was over \$150,000, and 18 percent reporting it was over \$200,000 (17.7%). Sixteen percent of incoming students reported that their family income was \$50,000 or less (15.6%). (Those not providing a response were excluded from the analysis.)

Table 25: Parents’/Guardians’ Combined Income (excluding those who selected either “Don’t know” or “Prefer not to respond”)

	%	N
\$50,000 or less	15.6%	204
\$50,001 - \$100,000	27.7%	361
\$100,001 - \$150,000	24.7%	323
\$150,001 - \$200,000	14.3%	187
Over \$200,00	17.7%	231
<i>Total</i>	<i>100%</i>	<i>1,306</i>

Nearly half of those coming from a family with a combined income of \$50,000 or less (46.0%) and just over 40 percent of those from a family with a combined income of \$50,001-\$100,000 (41.8%) reported they will be working during their first year at NC State. In comparison, just 30 percent of those from a family with a combined income over \$200,000 planned on being employed (30.3%).

Table 26: Student Employment Status for First Year at NC State, by Family Income

Parents'/Guardians' Combined Pre-Tax 2019 Total Income	Employment Status during First Year at NC State		N
	Employed (N=484)	Not employed (N=817)	
\$50,000 or less	46.0%	54.0%	204
\$50,001-\$100,000	41.8%	58.2%	361
\$100,001-\$150,000	34.0%	66.0%	321
\$150,001-\$200,000	32.6%	67.4%	187
Over \$200,000	30.3%	69.7%	228
<i>Total</i>	37.2%	62.8%	1,301

Seven-in-ten incoming students reported that they would be contributing at least some of their own resources to pay for their first year expenses (70.4%). Students from families with lower household incomes were more likely than those from relatively wealthier families to be contributing their own funds. About three-fourths 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 27: Students Using Own Resources to Cover First Year Educational Costs, by Family Income

Parents'/Guardians' Combined Pre-Tax 2019 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	24.6%	45.8%	27.1%	2.5%	203
\$50,001-\$100,000	25.9%	37.5%	29.3%	7.3%	355
\$100,001-\$150,000	27.4%	39.4%	27.4%	5.7%	317
\$150,001-\$200,000	37.0%	33.2%	22.3%	7.6%	184
Over \$200,000	36.8%	36.3%	20.6%	6.3%	223
<i>Total</i>	29.6%	38.5%	26.0%	6.0%	1,282

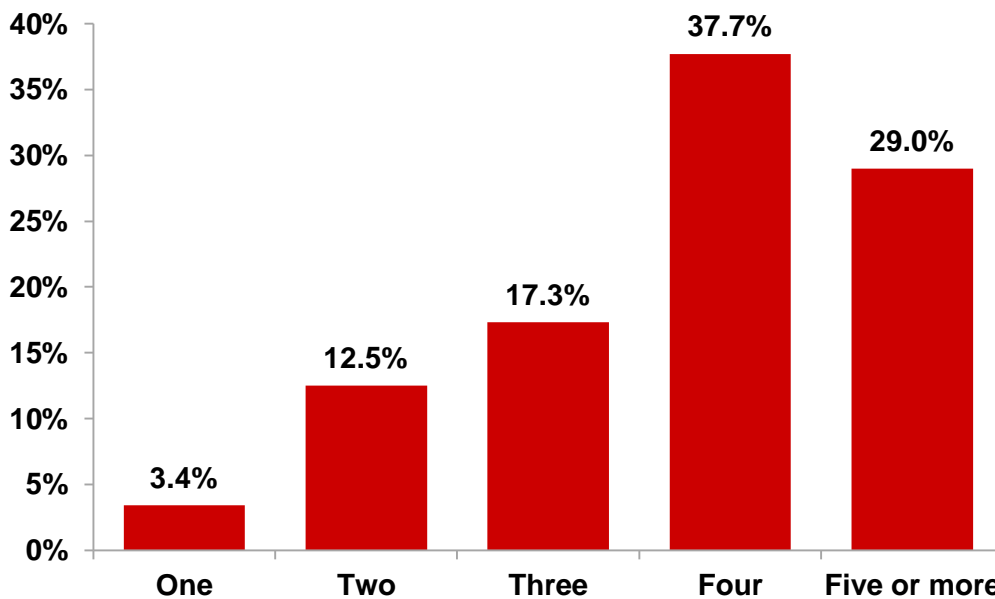
Not surprisingly, incoming students with parents/guardians who have relatively lower incomes were most likely to report using financial aid that needs to be repaid to cover their first year educational expenses. Nearly 60 percent of those with families earning \$100,000 or less reported having such aid, compared to only about 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 needs to be repaid.

Table 28: Students Using Aid That Must be Repaid to Cover First Year Educational Costs, by Family Income

Parents'/Guardians' Combined Pre-Tax 2019 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	42.4%	6.9%	41.9%	8.9%	203
\$50,001-\$100,000	42.0%	4.6%	33.2%	20.2%	352
\$100,001-\$150,000	48.4%	2.9%	27.9%	20.9%	316
\$150,001-\$200,000	57.8%	2.2%	24.9%	15.1%	185
Over \$200,000	74.1%	3.1%	14.3%	8.5%	224
<i>Total</i>	51.6%	3.9%	28.8%	15.8%	1,280

Two-thirds of respondents indicated that they came from a household with four or more members financially supported by their parents/guardians, including themselves and their parents/guardians (66.7%). Three percent reported that only one person in their household was financially supported (3.4%).

Figure 12: Number of People Financially Supported by Parents/Guardians (N=2,176)



When asked about their parents'/guardians' dependents enrolled in college, almost two-thirds said they were the only dependent in their household currently enrolled (63.2%).

Table 29: Parents'/Guardians' Dependents Enrolled in College

	%	N
Only myself	63.2%	1,372
Two	31.8%	690
Three or more	5.8%	108
<i>Total</i>	100%	2,170

Residence and Internet Connectivity

In consideration of the possibility of classes moving online and students leaving campus due to the COVID-19 pandemic, incoming first-year students were asked two closed-end questions pertaining to their living situations and internet connectivity at the beginning of their first semester at NC State.

Living Location during the Fall 2020 Semester (Table 30)

Eighty-five percent of incoming first-year students reported that they originally intended on living on campus during the Fall 2020 semester (85.2%). Fifteen percent reported that their original plans were to live off campus: Thirteen percent said that they would be living at their permanent residence (i.e., the residence of their parents/guardians) and either commuting to campus or taking all online courses (12.9%), while the remaining two percent were living off campus in temporary housing (i.e., a rental house or apartment) (1.9%).

Table 30: Living Location during the Fall 2020 Semester

	N	%
On campus	85.2%	1,873
Off campus in temporary housing	1.9%	42
Off campus at permanent residence	12.9%	283
<i>Total</i>	<i>100%</i>	<i>2,198</i>

Rating of Internet Connectivity at Permanent Residence (Table 31)

Incoming first-year students were also asked to describe the quality of their internet of where they would be living during the course of the Fall 2020 semester if classes were to be moved to a fully-remote format and students were required to move off campus. (In fact, during administration of this survey, all undergraduate classes were moved to online delivery on August 24, and then on August 31 most students who lived on campus were required to begin moving out.)

While one-fourth of first-year students reported having a “very strong/stable” internet connection at their residence, eight percent described it as either “weak/unstable” or “very weak/unstable” (8.1%).

Table 31: Rating of Internet Connectivity at Permanent Residence (excluding those who responded “Don’t know”)

	%	N
5: Very strong/stable internet connection	25.9%	564
4: Strong/stable internet connection	37.3%	812
3: Fairly strong/stable internet connection	28.7%	625
2: Weak/unstable internet connection	6.3%	137
1: Very weak/unstable internet connection	1.8%	39
<i>Total</i>	<i>100%</i>	<i>2,177</i>

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 32)

Table 32 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 (30.4%), learning (12.8%), independence of being a college student (12.1%), adapting to NC State (8.7%), campus life (6.8%), and classroom instruction (5.0%).

Table 32: What Students are Excited About (N category codes = 1,751*)

	N	%
Social Life	533	30.4%
Learning	224	12.8%
Independence	212	12.1%
Adapting to NC State	153	8.7%
Campus Life	119	6.8%
Instruction	88	5.0%
Career Planning	79	4.5%
Intellectual Environment	76	4.3%
Opportunities	59	3.4%
Academic Performance	40	2.3%
Housing	32	1.8%
Diversity	23	1.3%
Cocurricular Activities	20	1.1%
COVID-19	17	1.0%
Health	10	0.6%
Racial/Ethnic Issues	10	0.6%
Other	56	3.2%

*Some student responses were included in more than one category. "N category codes = 1,751" represents the total number of codes assigned to all student responses to this open-ended question.

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

Social Life

- “Meeting new people.” – This response was given by numerous incoming students.
- “I want to get involved with different social spheres.”
- “I’m most excited about meeting new people from different parts of the world and adding to my knowledge of people and their cultures.”

Learning

- “I am most excited about pursuing various topics as I work toward my long-term academic goals.”
- “I am excited to finally be in control of my education, and to take classes that are related to what I want to do.”
- “I can’t wait to learn about the topics that I am interested in.”

Independence

- “The experience of being fully independent.”
- “Starting at NC State, I am most excited about getting to start fresh in a brand new area, and reinvent myself as I become an independent member of society.”
- “I am excited for meeting new friends and experiencing being away from home for the first time.”

Adapting to NC State

- “I’m excited to have more freedom that comes with the college experience and finding my community at NC State.”
- “I’m excited to start my college experience! And I think NC State is the perfect place for me to learn and grow in and outside the classroom.”
- Getting to explore new things and find myself.”

Campus Life

- “I’m excited about the college experience: making lifelong friends, going to sports games, attending concerts and other events, and other fun activities.”
- “Being more involved in the school itself with clubs and social activities.”
- “Meeting new people, joining new organizations, and experiencing research.”

Opportunities

- “The opportunities offered, such as job fairs and internships. As well as the clubs I want to join.”
- “Educational opportunities relating to my academic interests.”
- “I am excited about being able to explore many different opportunities including different student organizations.”

Diversity

- “Meeting new people from different cultures and learning with an inclusive group of people.”
- “To be in a new environment full of diversity and new experiences.”
- “The diverse culture of NC State.”

What Students are Concerned About (Table 33)

Table 33 outlines the different topics into which student comments regarding what they are most concerned about in coming to NC State were categorized. At the end of the survey, students were asked a separate question about how the COVID-19 pandemic affected their preparations for college; however, many students also talked about the COVID-19 pandemic in their responses to what they are most concerned about. They mentioned concerns such as having to move back home after just moving in to NC State and adjusting to a fully-remote learning environment for the rest of the semester.

Students were most likely to mention being most concerned about things related to their academic performance (17.7%), the COVID-19 pandemic (17.6%), classroom instruction (10.9%), social life (9.5%), independence of being a college student (8.6%), adapting to NC State (6.9%), and time management (6.9%). Other categories in which students addressed concerns about the COVID-19 pandemic included instruction and social life.

Table 33: What Students are Concerned About (N category codes = 1,703*)

	N	%
Academic Performance	301	17.7%
COVID-19	299	17.6%
Instruction	186	10.9%
Social Life	161	9.5%
Independence	146	8.6%
Adapting to NC State	118	6.9%
Time Management	118	6.9%
Health	83	4.9%
Campus Life	56	3.3%
Housing	48	2.8%
Safety	34	2.0%
Learning	32	1.9%
Finances	27	1.6%
Intellectual Environment	22	1.3%
Career Planning	17	1.0%
Registration	11	0.6%
Other	44	2.7%

*Some student responses were included in more than one category. "N category codes = 1,703" 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'm concerned about not being able to compete and achieve in the way I want."
- "I'm nervous about the workload and rigor of tests and projects."
- "I am probably most concerned about test preparation and being on track so I can be ready the day they come."

COVID-19

- “I am nervous about COVID-19 and how that will impact joining clubs and opportunities to make friends.”
- “The effect COVID will have on our first year here.”
- “The COVID-19 pandemic has brought uncertainty for how my college career will begin.”

Instruction

- “I am worried about how well I can learn in an online environment.”
- “Learning in an entirely virtual format.”
- “I’m nervous about the online learning situation and hoping that there will be enough communication between students and professors so that I’ll have the information I need to succeed.”

Social Life

- “Making new friends.” – This response was given by numerous incoming students.
- “Although I am most excited about meeting new people, I am also most concerned about meeting new people. I am an out of state student, so I do not know many people on campus.”
- “Making friends now that everything is online and figuring out how to juggle social times and study times.”

Independence

- “Being away from home and not knowing anyone.”
- “Just living on my own for the first time and having that much more responsibility.”
- “Time management, separation from family.”

Adapting to NC State

- “Adjustment to fully remote learning with college difficulty.”
- “The stress of classes and the new environment.”
- “Adjusting to the new environment. Getting A’s in my courses. Meeting good people during a global pandemic.”

Time Management

- “Managing my time and classwork and staying on top of my studies.”
- “The work load, and making sure I keep a healthy balance between everything in life.”
- “Balancing my online coursework and using good time management skills without overloading myself.”

For more information on the 2020 Incoming First-Year Student Survey, contact:

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