

NC STATE UNIVERSITY

2021 Incoming First-Year Student Survey Overall Results

Introduction

This overview report presents findings from all incoming first-year students participating in the 2021 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 an overview of survey methods, a copy of the survey instrument with exact question wording, response rates, and reports with breakdowns by gender, race/ethnicity, and college, see [“2021 Incoming First-Year Student Survey: Table of Contents.”](#)

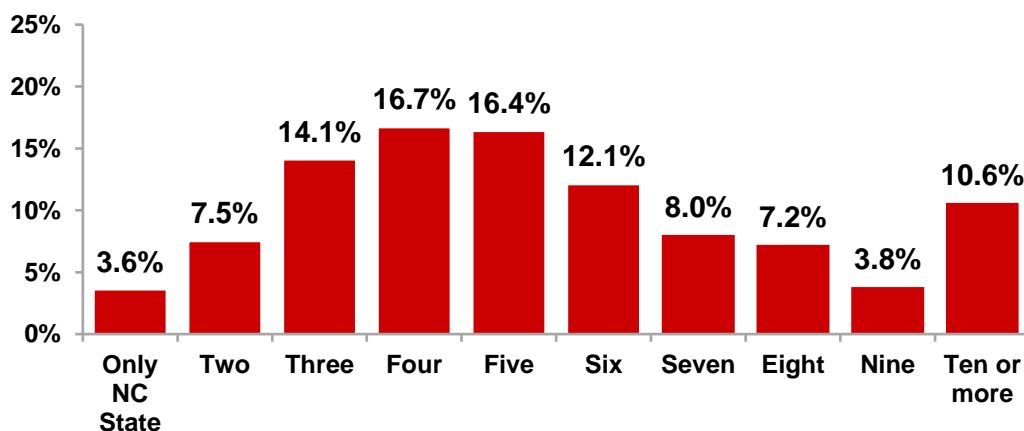
Incoming first-year students participated in New Student Orientation over the summer before their first semester at NC State. After they completed orientation, they were invited to participate in the 2021 Incoming First-Year Student Survey. The survey closed on August 30, 2021, two weeks after classes begin. A total of 4,982 incoming first-year students enrolled in a four-year degree-seeking programs at the time of the census were eligible to complete the survey and have their responses included in final analyses; 2,850 eligible students participated in the survey for a response rate of 57.2 percent.

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 four or more colleges/universities, including NC State, with ten percent applying to ten or more (10.6%). About four percent reported that NC State was the only school to which they applied (3.6%). First-year students applied to an average of 5.4 colleges/universities.

Figure 1: Number of Colleges/Universities Applied to (N=2,850)



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 (63.7%), with three percent saying that NC State was their “only choice” (2.8%) and 61 percent saying NC State was their “first choice” (60.9%). However, one-in-ten enrolled first-year students said that NC State was their third choice or below of colleges to attend (9.7%).

The College of Agricultural and Life Sciences (76.8%) and the College of Education (76.6%) had the highest percentages of respondents saying that NC State was either their “only” or “first choice” university to attend. Poole College of Management (44.9%) and the College of Design (38.5%) were most likely to have respondents report NC was their second choice or below.

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 | 6.1% | 70.7% | 22.0% | 1.2% | 82 |
| Design | 7.7% | 53.8% | 23.1% | 15.4% | 13 |
| Education | 3.3% | 73.3% | 10.0% | 13.3% | 30 |
| Engineering | 3.4% | 62.0% | 22.4% | 12.2% | 295 |
| Natural Resources | 2.6% | 66.7% | 25.6% | 5.1% | 39 |
| Humanities & Social Sciences | 1.4% | 51.4% | 35.1% | 12.2% | 74 |
| Sciences | 1.5% | 57.5% | 31.3% | 9.7% | 134 |
| Textiles | . | 61.9% | 28.6% | 9.5% | 21 |
| Management | 3.8% | 51.3% | 38.5% | 6.4% | 78 |
| University College | 0.7% | 62.6% | 26.6% | 10.1% | 139 |
| <i>Total</i> | 2.8% | 60.9% | 26.6% | 9.7% | 905 |

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

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” (21.7%) 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” (19.0%) and “level of support for my intended major” (13.6%). “Future career opportunities” (9.5%), “location” (8.7%) and “cost” (8.5%) were also rated as the *single most influential factor* by a sizable number of students. Fewer than four 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 | 21.7% | 593 |
| Availability of program | 19.0% | 520 |
| Level of support for my intended major | 13.6% | 372 |
| Future career opportunities | 9.5% | 259 |
| Location | 8.7% | 237 |
| Cost | 8.5% | 232 |
| Recommended by a friend, family member, teacher, counselor, etc. | 3.3% | 91 |
| Financial aid available | 3.0% | 83 |
| Campus visit/recruitment event(s) | 2.2% | 59 |
| Scholarships available | 2.0% | 56 |
| Facilities and resources available | 1.8% | 48 |
| Extracurricular opportunities | 1.0% | 27 |
| NC State's commitment to diversity | 0.7% | 19 |
| Commitment to the environment and sustainability | 0.6% | 16 |
| Wellness and Recreation facilities and programs | 0.4% | 10 |
| Attendance at a College Fair or high school visit | 0.3% | 8 |
| Library spaces and services | 0.1% | 3 |
| Other | 1.1% | 31 |
| <i>Total</i> | <i>100%</i> | <i>2,732</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* (86.9%), *academic reputation* (85.5%), *availability of program* (85.4%), and *level of support for intended major* (77.2%) had a “very strong” or “strong influence” on their decision to attend NC State. Incoming first-year students also reported *facilities and resources available* (75.8%) and *location* (70.5%) 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 *attendance at a college fair or high school visit* (52.8%), *scholarships available* (36.7%), and *financial aid available* (35.3%), with more than 35 percent of students saying each had either a “weak” or “very weak” influence. A relatively small number of respondents (N=167) 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 their family are NC State alumni, proximity to their hometown, sporting events, and friends.

Table 4 provides results for only students who were enrolled in Exploratory Studies at the time of the University’s census. More than three-fourths of those enrolled in Exploratory Studies said their acceptance in the program had either a “very strong” (44.2%), or “strong influence” (34.0%) on their decision to attend NC State.

Table 3: Factors That Influenced Decision to Attend NC State

| | Mean | 5: Very strong influence | 4: Strong influence | 3: Moderate influence | 2: Weak influence | 1: Very weak influence | N |
|--|------|-----------------------------|------------------------|--------------------------|----------------------|---------------------------|-------|
| Availability of program | 4.35 | 52.9% | 32.5% | 11.7% | 2.3% | 0.6% | 2,797 |
| Future career opportunities | 4.33 | 48.6% | 38.3% | 11.2% | 1.7% | 0.4% | 2,724 |
| Academic reputation | 4.23 | 39.3% | 46.2% | 13.2% | 0.9% | 0.4% | 2,794 |
| Level of support for my intended major | 4.11 | 40.0% | 37.2% | 17.8% | 3.8% | 1.2% | 2,733 |
| Facilities and resources available | 4.04 | 33.0% | 42.8% | 20.0% | 3.3% | 0.9% | 2,759 |
| Location | 3.93 | 32.3% | 38.2% | 21.4% | 6.1% | 2.0% | 2,788 |
| Library spaces and services | 3.57 | 20.2% | 32.5% | 34.2% | 10.1% | 3.0% | 2,693 |
| Recommended by a friend, family member, teacher, counselor, etc. | 3.52 | 23.2% | 28.6% | 30.5% | 12.3% | 5.4% | 2,546 |
| Extracurricular opportunities | 3.50 | 17.9% | 32.6% | 35.2% | 10.4% | 4.0% | 2,694 |
| Cost | 3.42 | 20.3% | 26.9% | 33.6% | 12.9% | 6.3% | 2,741 |
| Wellness and Recreation facilities and programs | 3.26 | 15.7% | 27.2% | 32.4% | 17.1% | 7.6% | 2,633 |
| NC State's commitment to the environment and sustainability | 3.25 | 16.0% | 25.9% | 33.2% | 17.0% | 8.0% | 2,635 |
| Acceptance into University College - Exploratory Studies | 3.13 | 19.0% | 21.7% | 25.9% | 20.4% | 13.0% | 1,415 |
| NC State commitment to diversity | 3.10 | 13.0% | 23.1% | 36.1% | 16.6% | 11.1% | 2,677 |
| Campus visit/recruitment event(s) | 3.09 | 13.5% | 23.7% | 32.6% | 19.1% | 11.1% | 2,465 |
| Financial aid available | 3.08 | 19.7% | 18.3% | 26.6% | 21.2% | 14.1% | 2,493 |
| Scholarships available | 2.97 | 14.6% | 17.2% | 31.5% | 24.4% | 12.3% | 2,576 |
| Attendance at a college fair or high school visit | 2.52 | 8.1% | 13.0% | 26.1% | 28.3% | 24.5% | 1,764 |
| Other | 4.27 | 54.5% | 22.8% | 19.2% | 2.4% | 1.2% | 167 |

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 2021 semester)

| | % | N |
|--------------------------|-------------|------------|
| 5: Very strong influence | 44.2% | 169 |
| 4: Strong influence | 34.0% | 130 |
| 3: Moderate influence | 14.9% | 57 |
| 2: Weak influence | 3.9% | 15 |
| 1: Very weak influence | 2.9% | 11 |
| <i>Total</i> | <i>100%</i> | <i>382</i> |

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”). Almost all respondents were satisfied (97.8%), with over half saying they were “very satisfied” (53.7%), and 44 percent saying they were “moderately satisfied” (44.1%) 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 | 53.7% | 481 |
| 3: Moderately satisfied | 44.1% | 395 |
| 2: Moderately dissatisfied | 1.7% | 15 |
| 1: Very dissatisfied | 0.6% | 5 |
| <i>Total</i> | <i>100%</i> | <i>896</i> |

Contact with NC State Representative after Applying for Admission

Respondents were also asked if they had received communication (excluding a phone call) from an NC State representative after applying for admission. Thirty percent of respondents said they received a *communication from someone other than the Admissions Office* after applying for admission to NC State (29.6%). 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,” “University Housing,” “Advisor,” and “Office of Financial Aid.” A sizable number of incoming students also identified many colleges, academic units, honors/scholarship programs on campus, such as “Park Scholarships” and “Goodnight Scholars.”

Personal, Educational, and Career Goals

Primary Goal/Objective for Attending NC State (Table 6)

When asked to report what their primary goal or objective was for attending NC State, more than half of respondents said it was to earn a “bachelor’s degree in preparation for a career” (53.6%), while 42 percent said it was to earn a “bachelor’s degree as preparation for graduate or professional school” (41.9%).

Table 6: Primary Goal/Objective for Attending NC State

| | % | N |
|--|-------------|--------------|
| Bachelor's degree or certificate in preparation for career | 53.6% | 1,457 |
| Bachelor's degree for grad school preparation | 41.9% | 1,139 |
| Improve knowledge/skills for current profession | 2.2% | 60 |
| Courses for personal interest | 1.0% | 27 |
| Bachelor's degree for career change preparation | 0.6% | 17 |
| Other | 0.7% | 19 |
| <i>Total</i> | <i>100%</i> | <i>2,719</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. Three-in-four said they expect to graduate from NC State in four years (75.8%), 20 percent indicated that they would complete their bachelor's degree in less than four years (20.1%), and four percent said they would take more than four years to complete their bachelor's degree (4.1%).

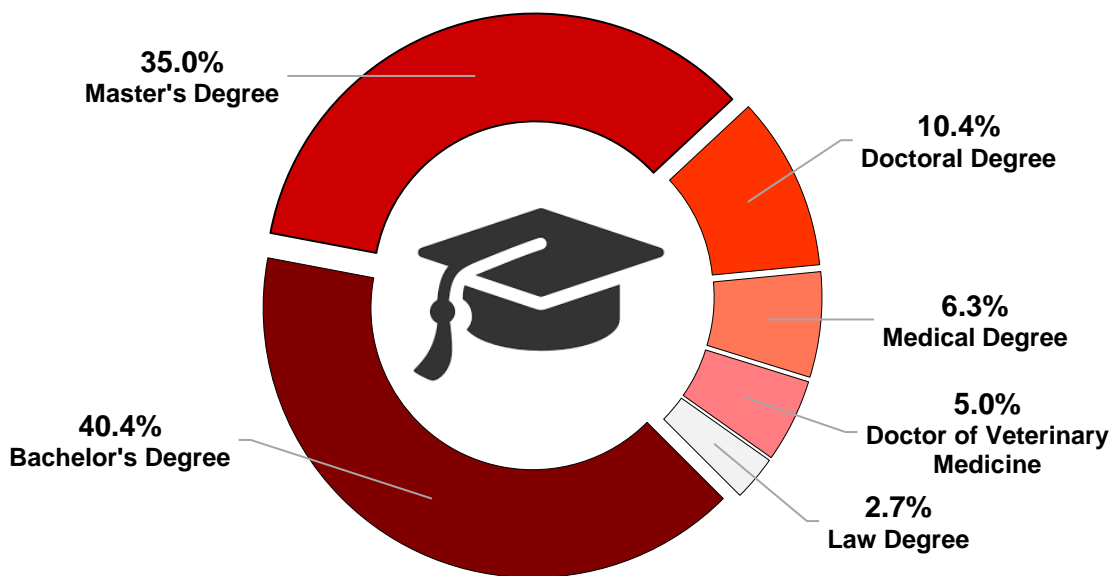
Table 7: Time Anticipated to Complete Bachelor's Degree

| | % | N |
|---|-------|-------|
| Less than 4 years | 20.1% | 496 |
| 4 years | 75.8% | 1,868 |
| 4 1/2 years | 2.2% | 54 |
| 5 years | 1.7% | 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 | 0.1% | 3 |
| <i>Total</i> | 100% | 2,466 |

Highest Level of Education Anticipated to Complete (Figure 2)

When asked to identify the highest level of education they planned to complete, 60 percent of respondents reported that they intended to earn a degree beyond a bachelor's degree (59.4%), with one-fourth of all respondents reporting they plan to pursue a doctoral or professional degree (24.4%).

Figure 2: Highest Level of Education Anticipated Completing (among those intending on completing a degree) (N=2,486)



Certainty of College Major (Table 8)

More than three-fourths of incoming first-year students reported that they were either “very certain” (30.7%) or “certain” (46.9%) in their choice of college major. Levels of certainty, however, varied by college. Students in the College of Education, College of Agriculture and Life Sciences, and Wilson College of Textiles were most likely to report feeling “very certain” about their choice of college major (51.7%, 47.1%, and 45.0% 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 60 percent saying they were “very uncertain” (16.8%) or “uncertain” (44.4%) about their major. Aside from University College students, those entering in the College of Natural Resources (25.0%), College of Humanities and Social Sciences (20.4%) were the most likely to report being either “uncertain” or “very uncertain” in their choice of college major.

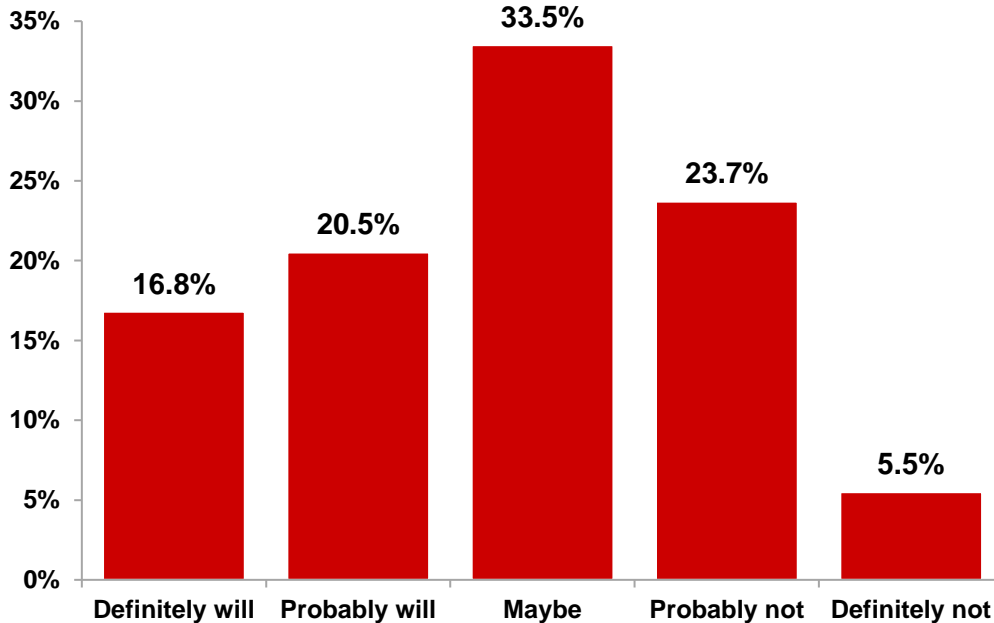
Table 8: Certainty of College Major

| College/School | Certainty of College Major | | | | N |
|------------------------------|----------------------------|---------|-----------|----------------|-------|
| | Very certain | Certain | Uncertain | Very uncertain | |
| Agriculture & Life Sciences | 47.1% | 40.2% | 12.3% | 0.4% | 244 |
| Design | 40.0% | 51.4% | 8.6% | . | 70 |
| Education | 51.7% | 32.2% | 10.3% | 5.7% | 87 |
| Engineering | 27.8% | 57.6% | 13.1% | 1.4% | 916 |
| Natural Resources | 30.6% | 44.4% | 21.8% | 3.2% | 124 |
| Humanities & Social Sciences | 40.2% | 39.4% | 17.1% | 3.3% | 246 |
| Sciences | 34.5% | 48.5% | 14.0% | 3.0% | 371 |
| Textiles | 45.0% | 40.0% | 15.0% | . | 60 |
| Management | 25.9% | 56.8% | 15.5% | 1.8% | 220 |
| University College | 11.3% | 27.6% | 44.4% | 16.8% | 381 |
| <i>Total</i> | 30.7% | 46.9% | 18.3% | 4.0% | 2,719 |

Likelihood of Participation in Abroad Program (Figure 3)

Seventy percent of the 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 37 percent saying they either “definitely” (16.8%), or “probably will” (20.5%) participate. Just six percent said they would “definitely not” participate in a Study Abroad program while an undergraduate student at NC State (5.5%).

Figure 3: 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, 18 percent reported that they will be seeking work “in North Carolina only,” (17.5%) while 47 percent said that they would seek work “anywhere in the USA” and one percent said that they would seek work “outside the USA only” (0.8%). Over one-third said that they would seek work “anywhere – location is not important” (34.7%).

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

| | % | N |
|--------------------------------------|-------|-------|
| In North Carolina only | 17.5% | 371 |
| Anywhere in the USA | 47.0% | 998 |
| Outside the USA | 0.8% | 18 |
| Anywhere – location is not important | 34.7% | 736 |
| <i>Total</i> | 100% | 2,123 |

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 average 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 the 48 goals asked about range from a high of 3.53 to a low of 2.57 (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 14 of the 48 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' (58.4%).

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 (58.4% "excellent")
- Taking responsibility for my own behavior (44.5%)
- Appreciating differences in sexual orientation (43.4%)
- Believing more time and effort will lead to increased learning (42.4%)
- Valuing learning as a lifelong process (40.5%)
- Sensitivity to issues associated with gender equity (40.5%)
- Sensitivity to issues associated with racial equity (40.2%)

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

- Presenting effectively across genres for diverse audiences (46.7% "fair" or "poor")
- Time management (45.9%)
- Being involved in public and community affairs (44.0%)
- Ability to manage ongoing stressors (43.4%)
- Capacity to engage with/respond to artistic works and evaluate significance (40.0%)

Average ratings for the importance of the 48 individual goals asked about range from a high of 3.85 to a low of 3.02 (on a 4-point scale). At least half of respondents rated all but seven of the goals asked about as "very important," and for those seven goals no more than five percent of respondents said that the goal was "not at all important" to them.

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

- Time management (85.9% "very important")
- Ability to work with people from diverse backgrounds (84.9%)
- Experiencing personal growth (83.0%)
- Taking responsibility for my own behavior (81.8%)
- Understanding and respecting diverse cultures, values, and perspectives (79.2%)
- Ability to set and accomplish goals (78.7%)
- Ability to manage ongoing stressors (77.6%)
- Gaining clarity in my future career direction (76.0%)
- Sensitivity to issues associated with racial equity (75.1%)

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 (25.3% "slightly important" or "not at all important")
- Appreciating the humanities (14.0%)
- Applying social science methods to understand human behavior (13.9%)
- Writing effectively across genres for diverse audiences (12.3%)
- Appreciating differences in sexual orientation (11.5%)
- Being involved in public and community affairs (9.4%)

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 12 of the 21 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* (35.9%), *ability to interpret mathematical information* (33.3%), *understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just* (33.1%), and *appreciating the humanities* (29.9%). Conversely, *presenting effectively across genres for diverse audiences* (46.7%) and *the capacity to engage with/respond to artistic works and evaluate their significance* (40.0%) 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 | 3.18 | 35.9% | 48.2% | 14.5% | 1.5% | 878 |
| Development: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just | 3.14 | 33.1% | 48.9% | 16.3% | 1.7% | 851 |
| Development: Gathering relevant information or evidence | 3.10 | 27.1% | 56.7% | 15.8% | 0.5% | 879 |
| Development: Ability to interpret mathematical information | 3.07 | 33.3% | 44.3% | 18.6% | 3.7% | 885 |
| Development: Appreciating the humanities | 3.04 | 29.9% | 47.9% | 18.6% | 3.7% | 850 |
| Development: Consider all options when solving problems and think through implications of select one alternative over another | 3.04 | 25.6% | 53.9% | 19.0% | 1.5% | 858 |
| Development: Identifying a problem/concept and articulating its components | 3.04 | 23.6% | 57.4% | 18.0% | 1.0% | 873 |
| Development: Questioning my assumptions and considering points of view that conflict with mine | 3.03 | 25.8% | 52.8% | 20.4% | 1.1% | 860 |
| Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs | 3.02 | 23.8% | 55.5% | 19.7% | 1.0% | 874 |
| Development: Keeping my personal data and devices secure | 3.02 | 28.7% | 47.0% | 21.9% | 2.3% | 853 |
| Development: Reflecting on my own work | 2.99 | 25.8% | 49.3% | 22.6% | 2.3% | 860 |
| Development: Applying analytic skills | 2.94 | 20.8% | 54.7% | 22.6% | 1.8% | 870 |
| Development: Using quantitative, logical and statistical analysis of data as the basis for judgments | 2.93 | 23.5% | 49.8% | 23.3% | 3.4% | 876 |
| Development: Solving real world problems in ways that demonstrate imagination/creativity | 2.89 | 20.8% | 50.5% | 26.1% | 2.6% | 857 |
| Development: Creating/distributing information and knowledge using multiple communication forms | 2.88 | 20.1% | 50.6% | 26.3% | 3.0% | 881 |
| Development: Applying scientific methods of inquiry | 2.86 | 17.7% | 53.7% | 25.8% | 2.9% | 861 |
| Development: Advanced use of technology | 2.85 | 22.4% | 45.1% | 28.2% | 4.4% | 872 |
| Development: Applying social science methods to understand human behavior | 2.80 | 20.6% | 44.5% | 29.3% | 5.6% | 829 |
| Development: Capacity to engage with/respond to artistic works and evaluate significance | 2.74 | 24.7% | 35.3% | 28.9% | 11.1% | 838 |
| Development: Writing effectively across genres for diverse audiences | 2.70 | 12.7% | 49.0% | 34.0% | 4.4% | 869 |
| Development: Presenting effectively across genres for diverse audiences | 2.57 | 12.3% | 41.0% | 38.2% | 8.5% | 870 |

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 17 of the 21 general education goals as being “very” or “moderately important.” They were most likely to rate *consider all options when solving problems and think through implications of select one alternative over another* (74.0%), *ability to plan and carry out projects independently* (73.5%), *gathering relevant information or evidence* (73.4%), *keeping my personal data and devices secure* (71.5%), and *effectively analyzing and evaluating evidence/arguments/claims/beliefs* (70.9%) as being “very important” to them. Respondents were most likely to consider *capacity to engage with/respond to artistic works and evaluate their significance* (25.3%), *appreciating the humanities* (14.0%), *applying social science methods to understand human behavior* (13.9%), and *writing effectively across genres for diverse audiences* (12.3%) 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: Consider all options when solving problems and think through implications of select one alternative over another | 3.72 | 74.0% | 24.2% | 1.7% | 0.1% | 830 |
| Importance: Ability to plan and carry out projects independently | 3.71 | 73.5% | 23.9% | 2.6% | 0.0% | 834 |
| Importance: Gathering relevant information or evidence | 3.71 | 73.4% | 24.6% | 1.7% | 0.4% | 835 |
| Importance: Keeping my personal data and devices secure | 3.69 | 71.5% | 26.3% | 1.9% | 0.2% | 829 |
| Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs | 3.68 | 70.9% | 26.4% | 2.6% | 0.0% | 832 |
| Importance: Identifying a problem/concept and articulating its components | 3.67 | 69.4% | 28.4% | 2.0% | 0.2% | 832 |
| Importance: Reflecting on my own work | 3.64 | 67.6% | 29.2% | 3.0% | 0.1% | 831 |
| Importance: Applying analytic skills | 3.61 | 64.9% | 31.2% | 3.7% | 0.2% | 823 |
| Importance: Solving real world problems in ways that demonstrate imagination/creativity | 3.61 | 66.5% | 28.7% | 4.5% | 0.4% | 832 |
| Importance: Questioning my assumptions and considering points of view that conflict with mine | 3.58 | 61.7% | 35.0% | 2.8% | 0.6% | 832 |
| Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just | 3.57 | 63.2% | 31.4% | 4.2% | 1.1% | 827 |
| Importance: Advanced use of technology | 3.55 | 60.8% | 34.5% | 4.0% | 0.7% | 832 |
| Importance: Using quantitative, logical and statistical analysis of data as the basis for judgments | 3.52 | 58.9% | 34.8% | 5.5% | 0.7% | 833 |
| Importance: Ability to interpret mathematical information | 3.42 | 53.0% | 37.9% | 7.7% | 1.4% | 832 |
| Importance: Presenting effectively across genres for diverse audiences | 3.42 | 51.1% | 40.9% | 6.7% | 1.3% | 834 |
| Importance: Creating/distributing information and knowledge using multiple communication forms | 3.40 | 49.0% | 42.8% | 7.4% | 0.7% | 836 |
| Importance: Applying scientific methods of inquiry | 3.37 | 46.4% | 45.0% | 7.7% | 0.9% | 827 |
| Importance: Appreciating the humanities | 3.27 | 43.1% | 42.9% | 11.6% | 2.4% | 822 |
| Importance: Writing effectively across genres for diverse audiences | 3.27 | 40.8% | 47.0% | 10.7% | 1.6% | 832 |
| Importance: Applying social science methods to understand human behavior | 3.25 | 41.0% | 45.1% | 11.7% | 2.2% | 812 |
| Importance: Capacity to engage with/respond to artistic works and evaluate significance | 3.02 | 32.2% | 42.5% | 20.3% | 5.0% | 821 |

Personal Development Goals

At least two-thirds of respondents gave a rating of “excellent” or “good” to 12 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* (44.5%), *believing more time and effort will lead to increased learning* (42.4%), and *valuing learning as a lifelong process* (40.5%). Conversely, at least one-third of respondents gave a rating of “fair” or “poor” to their development of eight of the personal development goals, including *time management* (45.9%), *being involved in public and community affairs* (44.0%), *ability to manage ongoing stressors* (43.4%), *gaining clarity in my future career direction* (39.2%), *recovering from emotional setbacks* (36.9%), *viewing failure as an opportunity to learn* (35.9%), *expressing my opinion when others disagree* (35.5%), and *developing and sustaining an active and healthy lifestyle* (35.2%).

Table 12: 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 | 3.36 | 44.5% | 47.8% | 6.9% | 0.8% | 894 |
| Development: Believing more time and effort will lead to increased learning | 3.31 | 42.4% | 47.1% | 10.0% | 0.6% | 890 |
| Development: Valuing learning as a lifelong process | 3.23 | 40.5% | 43.0% | 15.3% | 1.2% | 891 |
| Development: Recognizing and acting on ethical principles | 3.22 | 33.7% | 55.3% | 10.8% | 0.2% | 888 |
| Development: Experiencing personal growth | 3.17 | 33.2% | 51.8% | 13.9% | 1.1% | 895 |
| Development: Working effectively as part of a team | 3.16 | 31.5% | 53.9% | 13.3% | 1.2% | 894 |
| Development: Seeing projects through to completion | 3.09 | 31.1% | 49.8% | 16.6% | 2.5% | 885 |
| Development: Ability to set and accomplish goals | 3.00 | 23.5% | 55.7% | 18.6% | 2.3% | 889 |
| Development: Identifying alternatives when faced with setbacks | 2.95 | 21.1% | 55.1% | 21.5% | 2.3% | 885 |
| Development: Developing leadership skills | 2.90 | 23.2% | 47.3% | 26.0% | 3.5% | 895 |
| Development: Ability to reflect, review, self-regulate, and self-examine | 2.89 | 22.5% | 46.9% | 27.6% | 3.0% | 892 |
| Development: Developing and sustaining an active and healthy lifestyle | 2.88 | 26.7% | 40.9% | 26.1% | 6.4% | 896 |
| Development: Expressing my opinion when others disagree | 2.80 | 22.9% | 41.6% | 28.4% | 7.1% | 887 |
| Development: Viewing failure as an opportunity to learn | 2.78 | 23.0% | 41.1% | 26.5% | 9.4% | 891 |
| Development: Recovering from emotional setbacks | 2.77 | 19.6% | 43.5% | 30.8% | 6.1% | 881 |
| Development: Gaining clarity in my future career direction | 2.68 | 16.0% | 44.9% | 30.8% | 8.4% | 878 |
| Development: Being involved in public and community affairs | 2.67 | 17.4% | 38.6% | 37.1% | 6.9% | 889 |
| Development: Ability to manage ongoing stressors | 2.60 | 14.6% | 42.0% | 32.3% | 11.1% | 889 |
| Development: Time management | 2.57 | 14.3% | 39.9% | 33.9% | 12.0% | 895 |

Over 95 percent of incoming first-year students rated all but four of the 19 personal development goals as being “very” or “moderately important” to them. In particular, a large majority said that *time management* (85.9%), *experiencing personal growth* (83.0%), *taking responsibility for my own behavior* (81.8%), *ability to set and accomplish goals* (78.7%), *ability to manage ongoing stressors* (77.6%), and *gaining clarity in my future direction* (76.0%) were “very important” to them. More than 5 percent of respondents indicated four items as being “slightly” or “not at all important.” The four items include *being involved in public and community affairs* (9.4%), *expressing my opinions when others disagree* (6.6%), *valuing learning as a lifelong process* (5.7%), and *believing more time and effort will lead to increased learning* (5.2%).

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 | 3.85 | 85.9% | 13.3% | 0.8% | 0.0% | 873 |
| Importance: Experiencing personal growth | 3.82 | 83.0% | 15.7% | 1.3% | 0.0% | 878 |
| Importance: Taking responsibility for my own behavior | 3.80 | 81.8% | 16.6% | 1.6% | 0.0% | 874 |
| Importance: Ability to set and accomplish goals | 3.77 | 78.7% | 20.0% | 1.0% | 0.2% | 869 |
| Importance: Ability to manage ongoing stressors | 3.76 | 77.6% | 21.2% | 1.0% | 0.2% | 873 |
| Importance: Gaining clarity in my future career direction | 3.74 | 76.0% | 22.2% | 1.5% | 0.4% | 865 |
| Importance: Developing and sustaining an active and healthy lifestyle | 3.72 | 74.4% | 23.1% | 2.4% | 0.1% | 880 |
| Importance: Identifying alternatives when faced with setbacks | 3.72 | 73.2% | 25.5% | 1.3% | 0.0% | 866 |
| Importance: Seeing projects through to completion | 3.72 | 74.2% | 23.9% | 2.0% | 0.0% | 868 |
| Importance: Working effectively as part of a team | 3.71 | 73.5% | 24.6% | 1.8% | 0.1% | 878 |
| Importance: Recovering from emotional setbacks | 3.70 | 73.4% | 23.5% | 2.9% | 0.2% | 865 |
| Importance: Ability to reflect, review, self-regulate, and self-examine | 3.69 | 71.5% | 26.0% | 2.4% | 0.1% | 871 |
| Importance: Viewing failure as an opportunity to learn | 3.62 | 66.1% | 30.0% | 3.7% | 0.2% | 868 |
| Importance: Recognizing and acting on ethical principles | 3.60 | 63.7% | 32.5% | 3.4% | 0.3% | 874 |
| Importance: Developing leadership skills | 3.57 | 61.3% | 34.8% | 3.8% | 0.1% | 879 |
| Importance: Valuing learning as a lifelong process | 3.56 | 62.4% | 31.9% | 5.4% | 0.3% | 872 |
| Importance: Believing more time and effort will lead to increased learning | 3.55 | 60.0% | 34.7% | 5.0% | 0.2% | 873 |
| Importance: Expressing my opinion when others disagree | 3.46 | 53.3% | 40.1% | 6.4% | 0.2% | 865 |
| Importance: Being involved in public and community affairs | 3.34 | 43.7% | 47.0% | 8.9% | 0.5% | 879 |

World View Goals

At least 80 percent of respondents said their current level of development on seven 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* (58.4%), *appreciating differences in sexual orientation* (43.4%), *sensitivity to issues associated with gender equity* (40.5%), and *sensitivity to issues associated with racial equity* (40.2%). Respondents were most likely to rate their current level of development as “fair” or “poor” for *understanding issues and problems facing the world* (29.1%).

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 | 3.53 | 58.4% | 36.2% | 5.4% | 0.0% | 854 |
| Development: Sensitivity to issues associated with racial equity | 3.26 | 40.2% | 46.9% | 11.9% | 1.1% | 841 |
| Development: Appreciating differences in sexual orientation | 3.23 | 43.4% | 39.4% | 14.0% | 3.3% | 831 |
| Development: Understanding and respecting diverse cultures, values, and perspectives | 3.22 | 37.8% | 46.8% | 14.6% | 0.8% | 857 |
| Development: Sensitivity to issues associated with gender equity | 3.18 | 40.5% | 39.3% | 17.6% | 2.5% | 839 |
| Development: Understanding the present as it relates to historical events | 3.12 | 33.2% | 47.0% | 18.2% | 1.5% | 846 |
| Development: Understanding the commonality of human problems globally | 3.11 | 32.3% | 48.5% | 17.6% | 1.7% | 840 |
| Development: Understanding issues and problems facing the world | 2.90 | 21.4% | 49.5% | 26.4% | 2.7% | 856 |

Over 85 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 six 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* (84.9%), *understanding and respecting diverse cultures, values, and perspectives* (79.2%), and *sensitivity to issues associated with racial equity* (75.1%). Respondents were most likely to say that *appreciating differences in sexual orientation* (11.5%) and *sensitivity to issues associated with gender equity* (7.2%) 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 | 84.9% | 14.2% | 0.9% | 0.0% | 847 |
| Importance: Understanding and respecting diverse cultures, values, and perspectives | 3.77 | 79.2% | 19.0% | 1.8% | 0.0% | 846 |
| Importance: Understanding issues and problems facing the world | 3.71 | 72.3% | 25.9% | 1.8% | 0.0% | 845 |
| Importance: Sensitivity to issues associated with racial equity | 3.70 | 75.1% | 21.1% | 3.0% | 0.8% | 834 |
| Importance: Understanding the commonality of human problems globally | 3.65 | 67.7% | 29.9% | 2.3% | 0.1% | 832 |
| Importance: Understanding the present as it relates to historical events | 3.61 | 65.0% | 31.6% | 3.1% | 0.2% | 832 |
| Importance: Sensitivity to issues associated with gender equity | 3.56 | 64.9% | 27.9% | 5.9% | 1.3% | 831 |
| Importance: Appreciating differences in sexual orientation | 3.48 | 63.6% | 24.9% | 7.9% | 3.6% | 827 |

Current Level of Development Compared to Importance

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 3.53])
- Taking responsibility for my own behavior (4th [3.80] and 2nd [3.36])
- Understanding and respecting diverse cultures, values, and perspectives (5th [3.77] and 8th [3.22])
- Experiencing personal growth (3rd [3.82] and 11th [3.17])

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

- Presenting effectively across diverse audiences (41st in importance [average rating 3.42] and 47th in development [average rating 2.57])
- Being involved in public and community affairs (44th [3.34] and 45th [2.67])
- Writing effectively across genres for diverse audiences (45th [3.27] and 43rd [2.70])
- Capacity to engage with/respond to artistic works and evaluate significance (48th [3.02] and 42nd [2.74])

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 3.85] vs 48th in development [average rating 2.57])
- Ability to manage ongoing stressors (7th [3.76] vs 46th [2.60])
- Gaining clarity in my future career direction (8th [3.74] vs 44th [2.68])
- Recovering from emotional setbacks (18th [3.70] vs 41st [2.77])

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 (36th in importance [average importance rating 3.55] vs 3rd in development [average development rating 3.31])
- Valuing learning as a lifelong process (34th [3.56] vs 6th [3.23])
- Sensitivity to issues associated with gender equity (33rd [3.64] vs 10th [3.18])
- Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just (32nd [3.57] vs 13th [3.14])

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 | 3.53 | 2 | 3.84 |
| Taking responsibility for my own behavior | 2 | 3.36 | 4 | 3.80 |
| Believing more time and effort will lead to increased learning | 3 | 3.31 | 36 | 3.55 |
| Sensitivity to issues associated with racial equity | 4 | 3.26 | 17 | 3.70 |
| Appreciating differences in sexual orientation | 5 | 3.23 | 38 | 3.48 |
| Valuing learning as a lifelong process | 6 | 3.23 | 34 | 3.56 |
| Recognizing and acting on ethical principles | 7 | 3.22 | 29 | 3.60 |
| Understanding and respecting diverse cultures, values, and perspectives | 8 | 3.22 | 5 | 3.77 |
| Ability to plan and carry out projects independently | 9 | 3.18 | 15 | 3.71 |
| Sensitivity to issues associated with gender equity | 10 | 3.18 | 33 | 3.56 |
| Experiencing personal growth | 11 | 3.17 | 3 | 3.82 |
| Working effectively as part of a team | 12 | 3.16 | 13 | 3.71 |
| Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just | 13 | 3.14 | 32 | 3.57 |
| Understanding the present as it relates to historical events | 14 | 3.12 | 26 | 3.61 |
| Understanding the commonality of human problems globally | 15 | 3.11 | 23 | 3.65 |
| Gathering relevant information or evidence | 16 | 3.10 | 14 | 3.71 |
| Seeing projects through to completion | 17 | 3.09 | 9 | 3.72 |
| Ability to interpret mathematical information | 18 | 3.07 | 40 | 3.42 |
| Appreciating the humanities | 19 | 3.04 | 46 | 3.27 |
| Consider all options when solve problems and think through implications of select one alternative over another | 20 | 3.04 | 10 | 3.72 |
| Identifying a problem/concept and articulating its components | 21 | 3.04 | 22 | 3.67 |
| Questioning my assumptions and considering points of view that conflict with mine | 22 | 3.03 | 30 | 3.58 |
| Keeping my personal data and devices secure | 23 | 3.02 | 19 | 3.69 |
| Effectively analyzing and evaluating evidence/arguments/claims/beliefs | 24 | 3.02 | 21 | 3.68 |
| Ability to set and accomplish goals | 25 | 3.00 | 6 | 3.77 |
| Reflecting on my own work | 26 | 2.99 | 24 | 3.64 |
| Identifying alternatives when faced with setbacks | 27 | 2.95 | 11 | 3.72 |
| Applying analytic skills | 28 | 2.94 | 28 | 3.61 |
| Using quantitative, logical and statistical analysis of data as the basis for judgments | 29 | 2.93 | 37 | 3.52 |
| Developing leadership skills | 30 | 2.90 | 31 | 3.57 |
| Understanding issues and problems facing the world | 31 | 2.90 | 16 | 3.71 |
| Solving real world problems in ways that demonstrate imagination/creativity | 32 | 2.89 | 27 | 3.61 |
| Ability to reflect, review, self-regulate, and self-examine | 33 | 2.89 | 20 | 3.69 |
| Creating/distributing information and knowledge using multiple communication forms | 34 | 2.88 | 42 | 3.40 |
| Developing and sustaining an active and healthy lifestyle | 35 | 2.88 | 12 | 3.72 |
| Applying scientific methods of inquiry | 36 | 2.86 | 43 | 3.37 |
| Advanced use of technology | 37 | 2.85 | 35 | 3.55 |
| Expressing my opinion when others disagree | 38 | 2.80 | 39 | 3.46 |
| Applying social science methods to understand human behavior | 39 | 2.80 | 47 | 3.25 |
| Viewing failure as an opportunity to learn | 40 | 2.78 | 25 | 3.62 |
| Recovering from emotional setbacks | 41 | 2.77 | 18 | 3.70 |
| Capacity to engage with/respond to artistic works and evaluate significance | 42 | 2.74 | 48 | 3.02 |
| Writing effectively across genres for diverse audiences | 43 | 2.70 | 45 | 3.27 |
| Gaining clarity in my future career direction | 44 | 2.68 | 8 | 3.74 |
| Being involved in public and community affairs | 45 | 2.67 | 44 | 3.34 |
| Ability to manage ongoing stressors | 46 | 2.60 | 7 | 3.76 |
| Presenting effectively across genres for diverse audiences | 47 | 2.57 | 41 | 3.42 |
| Time management | 48 | 2.57 | 1 | 3.85 |

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.

Sources of Education Funding (Table 17)

Almost half of respondents reported that \$10,000 or more of their first year educational expenses would come from *family resources* (48.6%) while well over half of incoming first-year students said they would not have loans (aid that must be repaid) for their first year of school (53.9%), one-third reported having \$3,000 or more in loans (33.5%), with one-in-ten saying they will have \$10,000 or more in loans (9.3%).

Students themselves were least likely to be contributing to their college expenses, with almost two-thirds saying they themselves would be contributing nothing at all (24.9%) or less than \$1,000 (35.8%) of their own money to their first year educational expenses. However, a number of students reported that they would be contributing \$6,000 or more of their own resources to pay first year expenses (7.7%). Finally, a notable number of students (66.3%) said they are receiving at least some aid that does not need to be repaid, such as grants or scholarships, with over 20 percent receiving \$10,000 or more in such aid for their first year expenses (21.3%).

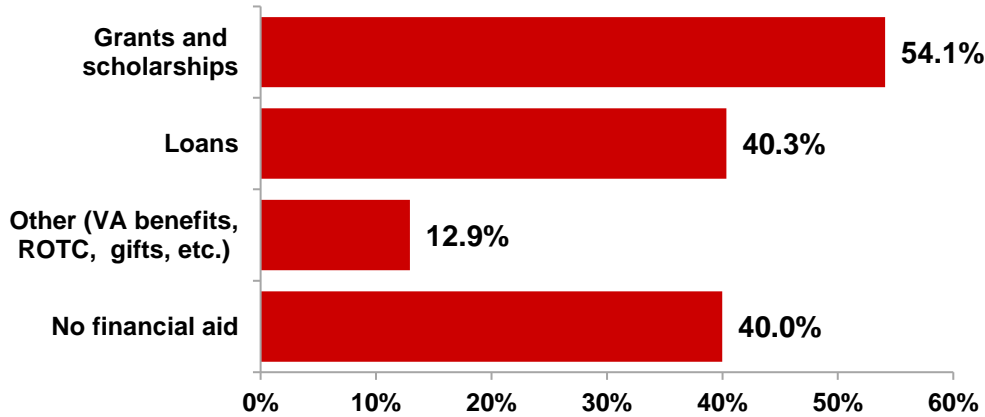
Table 17: Sources of Education Funding

| | None | Less than \$1,000 | \$1,000 - \$2,999 | \$3,000 - \$5,999 | \$6,000 - \$9,999 | \$10,000 or more | N |
|--|-------|-------------------|-------------------|-------------------|-------------------|------------------|-----|
| Family resources (parents, relatives, spouse, etc.) | 8.4% | 8.7% | 9.4% | 11.3% | 13.7% | 48.6% | 879 |
| My own resources (savings from work, other income) | 24.9% | 35.8% | 23.0% | 8.6% | 4.0% | 3.7% | 866 |
| Aid that does not need to be repaid (grants, scholarships, military funding, etc.) | 33.7% | 6.4% | 16.9% | 13.8% | 7.9% | 21.3% | 863 |
| Aid that must be repaid (loans, etc.) | 53.9% | 2.9% | 9.7% | 18.4% | 5.8% | 9.3% | 859 |
| Other than above | 91.1% | 4.2% | 2.5% | 1.1% | 0.5% | 0.7% | 572 |

Financial Aid Received (Figure 4)

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 (54.1%), while 40 percent said that they received loans to help pay for their education (40.3%). Fewer students reported they were receiving some other type of financial aid (12.9%). Nine-in-ten respondents reported that they had submitted the Free Application for Federal Student Aid (FAFSA) (90.0%).

Figure 4: Financial Aid Received* (N=952)



*Note: Respondents could select more than one response

Student Employment (Figures 5-6; Table 18)

Almost half of respondents reported that they would be employed during their first year of college (47.6%). Of those, more than half of respondents indicated they would be employed only on campus (51.3%) while less than a third said they would be employed only off campus (30.2%). Almost 20 percent indicated they would be employed both on and off campus (18.5%).

More than half of students planning on working during their first year at NC State said they would be working 10 hours or less per week (55.0% of those working on campus, and 56.2% 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 (9.6% vs 4.8%, 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. More than two-fifths of respondents said that they will be working 1-10 hours at both their on campus and off campus jobs (42.1%), while less than 20 percent said they would work 11-20 hours at each of their on and off campus jobs (18.7%). Only four percent of respondents 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 (4.2%).

Figure 5: Employment Status and Work Location during First Year at NC State

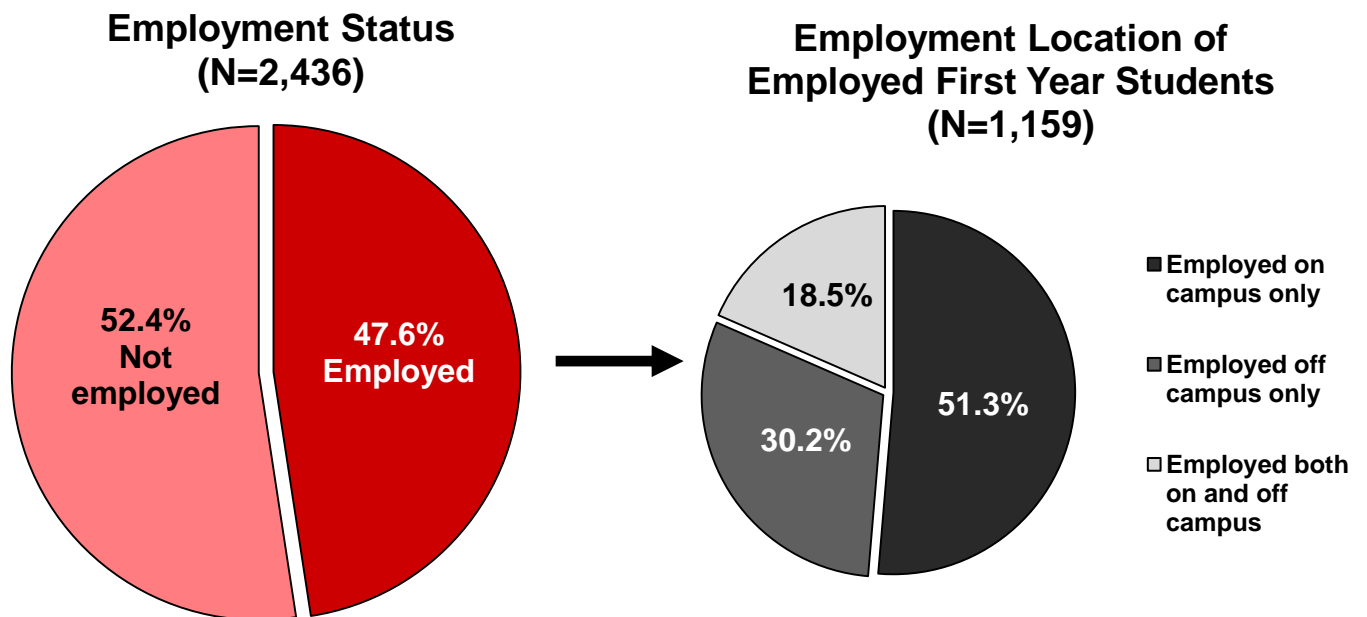


Figure 6: On Campus vs Off Campus Work Hours

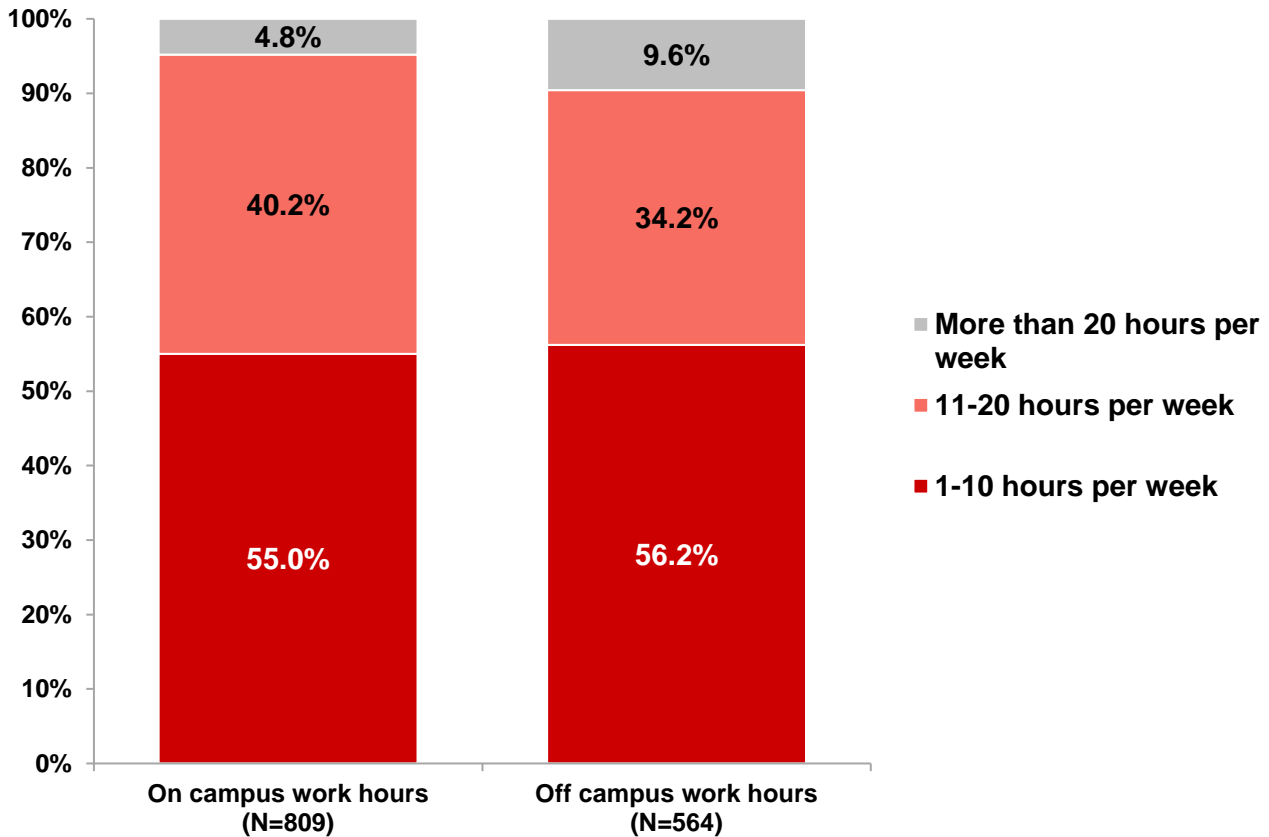


Table 18: Students Employed both On and Off Campus (N=241)

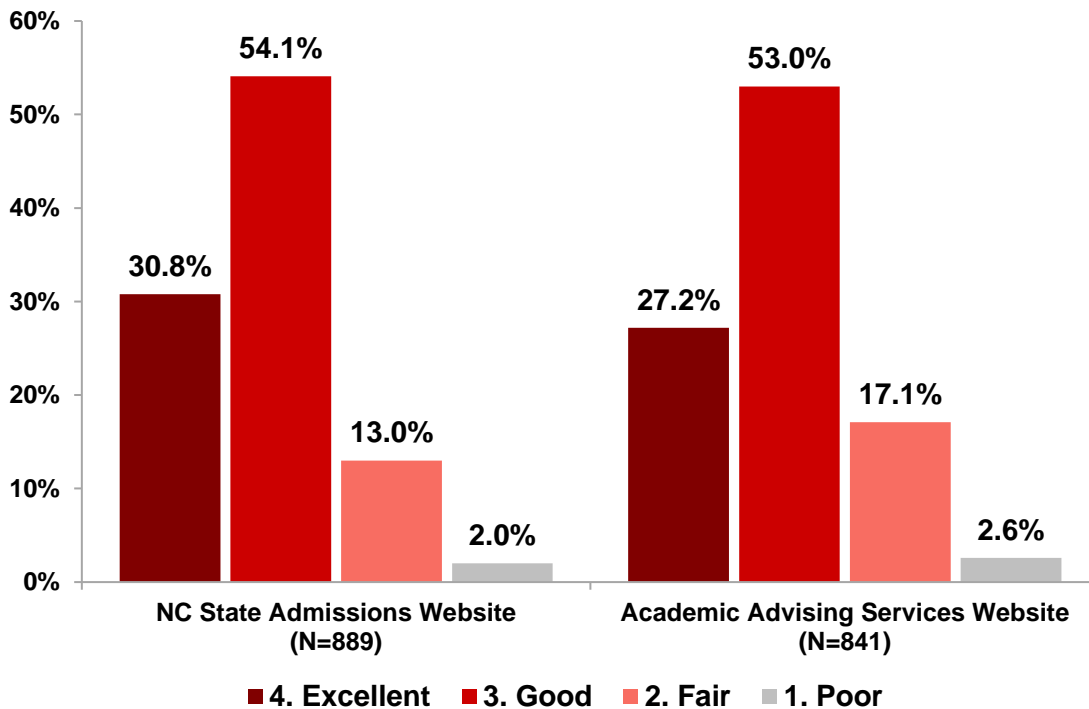
| On campus (Among those working) | Off campus (Among those working) | | | Total |
|------------------------------------|----------------------------------|-------------------------|--------------------------------|-------|
| | 1-10 hours per week | 11-20 hours per week | More than 20 hours per week | |
| 1-10 hours per week | 42.1% | 6.5% | 4.2% | 52.8% |
| 11-20 hours per week | 17.8% | 18.7% | 0.9% | 37.4% |
| More than 20 hours per week | 1.4% | 4.2% | 4.2% | 9.8% |
| <i>Total</i> | 61.3% | 29.4% | 9.3% | 100% |

Satisfaction with NC State Services

Rating of NC State Admissions and Academic Advising Services Websites (Figure 7)

When asked to evaluate the NC State Admissions website, 85 percent of respondents gave a rating of “excellent” (30.8%) or “good” (54.1%), and when asked to evaluate the NC State Academic Advising Services website, over 80 percent gave a rating of “excellent” (27.2%) or “good” (53.0%).

Figure 7: 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 81 percent of respondents saying that they were either “very” (25.0%) or “moderately satisfied” (55.7%) with the financial aid process.

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

| | % | N |
|----------------------------|-------|-----|
| 4: Very satisfied | 25.0% | 188 |
| 3: Moderately satisfied | 55.7% | 418 |
| 2: Moderately dissatisfied | 14.6% | 110 |
| 1: Very dissatisfied | 4.7% | 35 |
| <i>Total</i> | 100% | 751 |

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 2021 semester.

When asked about their interactions with their college/department prior to attending their virtual New Student Orientation session, more than 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* (87.9%), that they were *satisfied with the attention they received prior to Orientation* (85.7%), 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 | 27.5% | 60.4% | 9.8% | 2.3% | 2,450 |
| I am satisfied with the attention received from college/dept prior to Orientation | 3.13 | 29.4% | 56.3% | 12.0% | 2.4% | 2,510 |
| Info/advice from college/dept prior to Orientation helped me plan schedule | 3.04 | 25.3% | 57.1% | 13.4% | 4.2% | 2,486 |

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 *attention received from their college/department during Orientation* (91.2%), satisfied with the *time spent with their college/department to get answers to their academic questions* (90.1%), and that the *information/advice they received from their college/department helped them to plan their fall schedule* (81.3%).

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 | 3.20 | 29.8% | 61.4% | 7.6% | 1.3% | 2,465 |
| Time spent with college/dept during Orientation provided opportunity to get answers to my academic questions | 3.18 | 29.6% | 60.5% | 8.7% | 1.2% | 2,459 |
| Info/advice from college/dept during Orientation helped me plan schedule | 3.04 | 26.0% | 55.3% | 15.5% | 3.1% | 2,454 |

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* (49.9%), *the resources available to me if I need help preventing or reporting sexual violence* (47.2%), and *various ways available to engage in the NC State community* (42.7%).

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 | 3.48 | 49.9% | 48.1% | 1.6% | 0.4% | 854 |
| The resources available to me if I need help preventing or reporting sexual violence | 3.45 | 47.2% | 50.5% | 2.1% | 0.2% | 848 |
| Various ways available to engage in the NC State community | 3.40 | 42.7% | 54.7% | 2.3% | 0.2% | 854 |
| The tactics I can use to be an active bystander to prevent or disrupt violence | 3.36 | 39.8% | 56.3% | 3.7% | 0.2% | 845 |
| Expectations for being a member of the NC State community | 3.32 | 36.7% | 59.5% | 3.4% | 0.5% | 851 |
| NC State's acceptance and encouragement of the free and open exchange of ideas and opinions | 3.31 | 36.3% | 59.2% | 3.9% | 0.6% | 853 |
| Policies that may impact my experience at NC State (e.g., Code of Student Conduct) | 3.30 | 35.0% | 60.1% | 4.6% | 0.4% | 844 |
| The resources available to me if I have questions about free speech and free expression at NC State | 3.28 | 35.2% | 58.4% | 5.4% | 1.0% | 829 |
| My part in building an inclusive community on campus | 3.23 | 30.3% | 63.2% | 6.1% | 0.5% | 842 |

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* (53.8%). About one-in-ten "disagree" or "strongly disagree" to "*I can better envision what my day-to-day life may be like my first year*" (12.3%) and "*I feel more connected to the NC State community*" (10.1%).

Table 23: Result of Participation in New Student Orientation

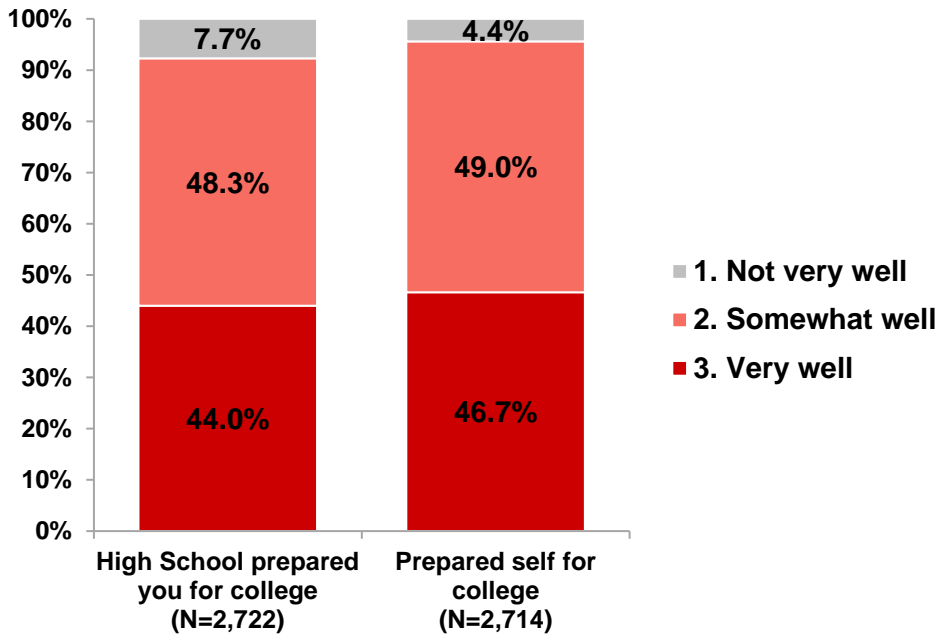
| Result of Participation in NSO: | Mean | 4: Strongly agree | 3: Agree | 2: Disagree | 1: Strongly disagree | N |
|---|------|-------------------------|-------------|----------------|----------------------------|-----|
| I am excited to start my first semester at NC State | 3.51 | 53.8% | 43.8% | 2.3% | 0.1% | 844 |
| I can identify how my behaviors may impact my community | 3.34 | 37.6% | 59.1% | 3.1% | 0.1% | 837 |
| I can articulate the importance of civility and respect in an educational setting | 3.32 | 35.2% | 61.5% | 3.2% | 0.1% | 836 |
| I feel better prepared to start my first semester at NC State | 3.28 | 35.3% | 58.2% | 5.7% | 0.8% | 841 |
| I can identify opportunities to engage with people different from myself | 3.26 | 32.9% | 61.1% | 5.5% | 0.5% | 838 |
| I feel more comfortable having conversations with others around our differences | 3.22 | 31.2% | 60.0% | 8.0% | 0.7% | 833 |
| I feel more connected to the NC State community | 3.21 | 32.2% | 57.8% | 9.3% | 0.8% | 843 |
| I can better envision what my day-to-day life may be like my first year | 3.15 | 28.5% | 59.2% | 11.5% | 0.8% | 843 |

Demographic and Family Background Characteristics

College Preparation (Figure 8)

About 45 percent of respondents reported that they felt they were “very well” prepared for college by their own efforts (46.7%) and by their high school (44.0%). However, respondents were almost twice as likely to report that they were “not very well” prepared for college by their high school as compared with their own efforts (7.7% vs 4.4%).

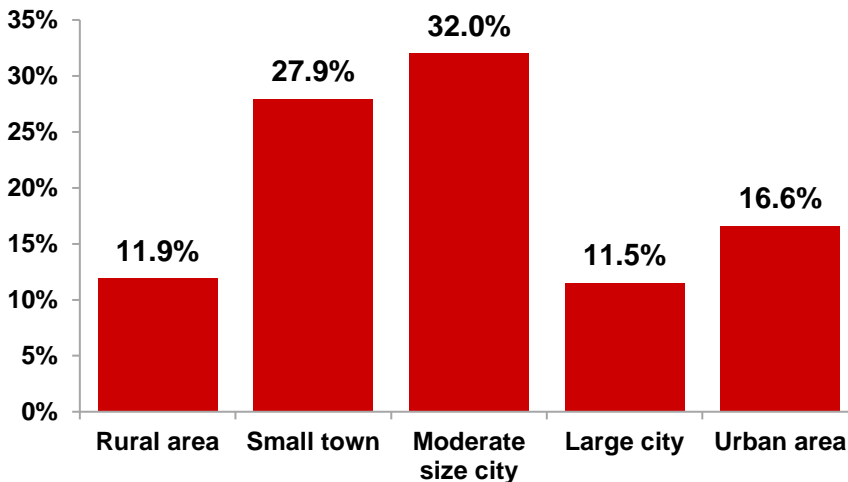
Figure 8: College Preparation



Hometown Geographic Area (Figure 9)

Forty percent of incoming first-year students responding to the survey reported that they were from a “rural area” (11.9%) or a “small town” (27.9%), while close-to three-in-ten came from a “large city” (11.5%) or an “urban area” (16.6%).

Figure 9: Hometown Geographic Area (N=2,487)



First Generation College Students (Table 24)

Eighteen percent of respondents are a first generation college student with eight percent reporting that no parent/guardian of theirs had ever attended college (8.1%), and 10 percent reporting that while a parent/guardian had attended college, they had not earned a four-year degree (10.0%).

Table 24: First Generation College Students

| | % | N |
|--|--------|-------|
| First generation college student | 8.1% | 214 |
| At least one parent attended college but did not earn a degree | 10.0% | 266 |
| Not first generation | 81.9% | 2,171 |
| Total | 100.0% | 2,651 |

Parents'/Guardians' Financial Support (Tables 25-27; Figure 10)

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 2020 pre-tax income, more than half of respondents reported that their family's combined income was over \$100,000 (54.4%), with 30 percent reporting it was over \$150,000 (30.3%), and 17 percent reporting it was over \$200,000 (17.2%). Eighteen percent of incoming students reported that their family income was \$50,000 or less (17.8%).

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

| | % | N |
|---------------------|--------|-------|
| \$30,000 or less | 9.6% | 142 |
| \$30,001-\$50,000 | 8.2% | 121 |
| \$50,001-\$75,000 | 11.5% | 170 |
| \$75,001-\$100,000 | 16.4% | 243 |
| \$100,001-\$150,000 | 24.1% | 357 |
| \$150,001-\$200,000 | 13.1% | 195 |
| More than \$200,000 | 17.2% | 255 |
| Total | 100.0% | 1,483 |

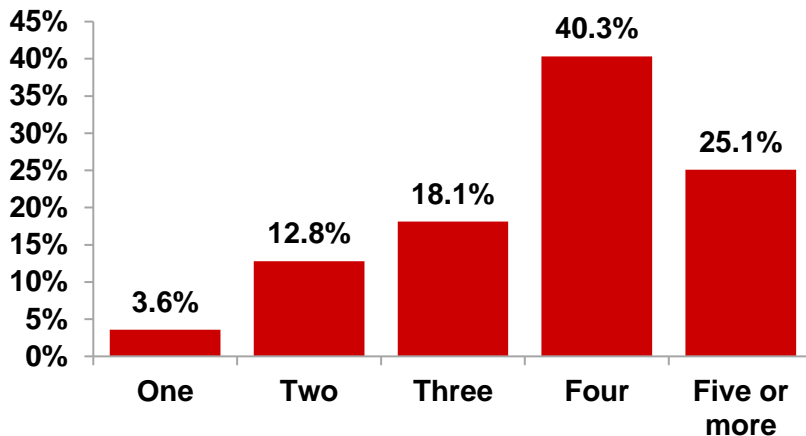
Students from lower income families were more likely to say they would be employed during their first year at NC State. Almost two-thirds of those coming from a family with a combined income of \$50,000 or less (64.7%) and 55 percent of those from a family with a combined income between \$50,001 and \$100,000 (54.7%) reported they will be working. In comparison, 40 percent of those from a family with a combined income over \$200,000 planned on being employed (40.8%).

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

| Parents'/Guardians' Combined Pre-Tax 2020 Total Income | Employment Status during First Year at NC State | | N |
|--|---|----------------------|-------|
| | Employed (N=484) | Not employed (N=817) | |
| \$50,000 or less | 64.7% | 35.3% | 258 |
| \$50,001-\$100,000 | 54.7% | 45.3% | 408 |
| \$100,001-\$150,000 | 49.4% | 50.6% | 354 |
| \$150,001-\$200,000 | 37.4% | 62.6% | 195 |
| Over \$200,000 | 40.8% | 59.2% | 255 |
| <i>Total</i> | 50.5% | 49.5% | 1,470 |

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 (65.4%). Four percent reported only one person in their household was financially supported (3.6%).

Figure 10: Number of People Financially Supported by Parents/Guardians (N=2,455)



When asked about their parents'/guardians' dependents enrolled in college, two-thirds said they were the only dependent in their household currently enrolled (65.2%).

Table 27: Parents'/Guardians' Dependents Enrolled in College

| | % | N |
|---------------|--------|-------|
| Only myself | 65.2% | 1,600 |
| Two | 30.1% | 739 |
| Three or more | 4.6% | 114 |
| <i>Total</i> | 100.0% | 2,453 |

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 into a variety of topics as reported below.

What Students are Excited About (Table 28)

Table 28 outlines the different categorized topics of what excites students the most about their first year at NC State. Students were most likely to mention being excited about things related to social life (29.7%), learning (17.7%), independence of being a college student (11.1%), adapting to NC State (10.0%), campus life (9.4%), and the intellectual environment (4.5%).

Table 28: What Students are Excited About (N category codes = 1,835*)

| | N | % |
|--------------------------|-----|-------|
| Social Life | 974 | 29.7% |
| Learning | 581 | 17.7% |
| Independence | 365 | 11.1% |
| Adapting to NC State | 327 | 10.0% |
| Campus Life | 310 | 9.4% |
| Intellectual Environment | 148 | 4.5% |
| Opportunities | 137 | 4.2% |
| Career Planning | 127 | 3.9% |
| Housing | 52 | 1.6% |
| Performance | 40 | 1.2% |
| Instruction | 23 | 0.7% |
| Cocurricular Activities | 22 | 0.7% |
| Diversity | 22 | 0.7% |
| Registration | 22 | 0.7% |
| Time Management | 22 | 0.7% |
| Instructional Mode | 19 | 0.6% |
| Spirit and Pride | 18 | 0.5% |
| Health | 17 | 0.5% |
| Racial/Ethnic Issues | 17 | 0.5% |
| Other | 38 | 1.1% |

*Some student responses were included in more than one category. "N category codes = 1,835" represents the total number of codes assigned to all student responses to this open-ended question.

Social Life

Students who expressed excitement about social life mentioned their enthusiasm of creating long-lasting relationships, making new friends, being part of the Wolfpack community, and building relationships with faculty and staff. For example, one student explained, "I am most excited about learning how to be on my own while making new friendships, growing in a community, and furthering my education." Some students discussed looking forward to engaging with people who share different viewpoints than them. For example, one student wrote, "I am excited to meet a plethora of new people

from all different walks of life. I look forward to learning about them and their perspectives and ideas about the world around them since they could be very different from mine.”

Learning

Many students stated they were eager to learn at NC State. Many mentioned they were ready to learn about topics they are passionate about, learn about new material, and take classes they are passionate about. Examples of excitement about learning include: “I’m exciting to learn and just see what knowledge I can obtain to assist me in my future career as well as in life,” “I am excited to further my learning, especially at such an amazing college,” “I am looking forward to taking more advanced classes and getting a deeper understanding in the subjects that interest me,” and “I am excited to explore the diversity and differing perspectives at NC State. The idea of “Think and Do” is very exciting to me. The fact that I will learn how to execute that motto is something I find very impactful, and I look forward to applying it during and after my first semester.”

Independence

Student who mentioned looking forward to independence at college frequently discussed the anticipation of being independent from their parents, especially in regards to living on their own for the first time. Many students mentioned the “freedom” that comes with independence. One student explained, “I grew up in the same town my entire life up to this point, so everything has seemed like a bit of an endless cycle after 18 years. I’m excited to live somewhere new, do new things, and live my own life. Not that I have anything against my life now, quite the opposite, I love it, but I am not a kid anymore and it’s about time I lived my life myself, not under the wings of my parents.” Other examples of excitement for independence include: “I am most excited to be living on my own and having the freedom of a college student,” “I am most excited about having a newfound sense of freedom and independence, as well as the ability to pursue new academic opportunities,” “I’m excited about the freedom that comes with living independently of my parents. I’m excited to connect with members of the student body and further my education to help achieve my goals,” and “For the first semester, I am excited about leaving home for the first time and being able to meet new people from places different than just my home town as well as the freedoms and responsibilities that living mostly on my own will bring.”

Adapting to NC State

Several students anticipate adapting to college and college life. Students were likely to discuss enthusiasm towards exploring the campus, engaging with the Wolfpack community, and anticipation for new experiences. To exemplify, students who discussed excitement wrote responses such as: “I am excited about engaging in the community, making new friends, and finding my niche,” “I am most excited about all the events during welcome week and finding my community within some sort of extracurricular activity,” “I am most excited for the atmosphere at NCSU. I love NCSU’s focus on academics, sports, and having a fulfilling college experience,” and “I am most excited about seeing the different changes going from high school to college. I am interested in this change because I come from a school with only about 1,000 students and this school has over 25,000, so getting to see all the faces will be something magnificent to me.”

For all of the verbatim responses for what students are most excited about at NC State, see [Verbatim Responses: What students are most excited and concerned about in coming to NC State, in their own words.](#)

What Students are Concerned About (Table 29)

Table 29 outlines the different topics into which student comments regarding what they are most concerned about in coming to NC State were categorized. Students were most likely to mention being most concerned about their academic performance (18.0%), adapting to NC State (13.3%), social life (12.1%), independence of being a college student (10.4%), time management (10.3%), learning (9.0%), and their health, including mental health (6.0%).

Table 29: What Students are Concerned About (N category codes = 1,747*)

| | N | % |
|--------------------------|-----|-------|
| Performance | 534 | 18.0% |
| Adapting to NC State | 394 | 13.3% |
| Social Life | 359 | 12.1% |
| Independence | 308 | 10.4% |
| Time Management | 304 | 10.3% |
| Learning | 265 | 9.0% |
| Health | 178 | 6.0% |
| Campus Life | 100 | 3.4% |
| Housing | 90 | 3.0% |
| COVID-19 | 88 | 3.0% |
| Intellectual Environment | 54 | 1.8% |
| Finances | 53 | 1.8% |
| Registration | 41 | 1.4% |
| Instructional Mode | 39 | 1.3% |
| Instruction | 35 | 1.2% |
| Career Planning | 28 | 0.9% |
| Safety | 28 | 0.9% |
| Other | 61 | 2.1% |

*Some student responses were included in more than one category. "N category codes = 1,747" represents the total number of codes assigned to all student responses to this open-ended question.

Academic Performance

Student who expressed concern about performance often mentioned concerns with keeping up with the workload, doing poorly in classes, and the difficulty of the classes. Examples of students who mentioned concerns with academic performance include: "I am nervous about the difficulty levels of my classes," "I am most concerned about the workload of some of the courses I have selected," "Having hard classes or failing," "I am nervous my school work is going to be super hard and a lot and I end up not being able to balance things like I usually do. It will be more of a challenge so I am a little nervous to find out," and "I am a little nervous about making friends, time management, and doing well in what I have heard other students refer to as "weeding out classes".

Adapting to NC State

While students are excited about the transition to NC State, students also expressed concern with adapting to NC State. Students whose comments fit into the theme adapting to NC State were likely to mentioned concern about adjusting to college, navigating the campus, the transition from high school to college, and learning a new routine. Examples of students who mentioned concerns about the transition to NC State include: "I am a little nervous about the transition from high school and how my daily life will

change,” “I am most concerned with not getting to my classes on time because I am lost or confused about where to go,” “I am most concerned about starting my first semester because I am worried I will struggle adjusting to my new life,” “I am nervous about living on campus as well as having to learn how to adjust to college life,” and “Finding my way around campus/ finding my routine.”

Social Life

While students expressed excitement about social life their first year at NC State, they also expressed concern. The concern around social life is primarily about not making friends easily or not fitting in. Examples of students who are concerned about social life on campus include: “I am most nervous about making friends and becoming acclimated to social life on campus,” “I’m nervous (but also excited) about the big transition and making new friends,” “I am nervous about fitting in with a group of people,” and “I’m most concerned about finding a community that will support me. I’m a shy person, and I rarely meet new people or make new friends.”

Independence

While students were excited about their independence their first year at NC State, they were also notably concerned about how much independence they would have. Students mentioned they were nervous about being away from family/their home, being on their own and responsibility. Examples of concern about independence include: “I’m most concerned about the added responsibilities I will have with living on my own away from my family,” “I am nervous about being so far away from home/family,” “Being this independent also makes me nervous, for failing to do so successfully (for example, missing the deadline for a semester payment or not being able to handle a budget) might have terrible consequences,” and “Having the responsibility of managing my time and getting work done on my own.”

Time Management

Students mentioned concern about managing their time their first year at NC State. Students often mentioned concern with deadlines, managing time wisely, and overcommitting themselves their first year. Students who were nervous about time management wrote comments that include: “Time management and getting worked turn in on time,” “I’m concerned that I’ll be overwhelmed with balancing class work and my social life,” “I’m concerned about overworking myself and signing up for too many credit hours at once,” and “Being able to balance social events and school work.”

For all of the verbatim responses for what students are most concerned about their first year at NC State, see [Verbatim Responses: What students are most excited and concerned about in coming to NC State, in their own words.](#)

For more information on the 2021 Incoming First-Year Student Survey, contact:

Institutional Strategy and Analysis
Box 7002
NC State University
Email: studentsurveys@ncsu.edu

Prepared by: Sierra J. Satterfield, MS, Survey Research Analyst

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