NC STATE UNIVERSITY

2022 Incoming First-Year Student Survey
Overall Results

Introduction

This overview report presents findings from all incoming first-year students participating in the 2022 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 for 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 "2022 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 2022 Incoming First-Year Student Survey. The survey closed on September 14, 2022, about three weeks after classes begin. A total of 5,542 incoming first-year students enrolled in a four-year degree-seeking programs at the time of census were eligible to complete the survey and have their responses included in final analyses; 3,008 eligible students participated in the survey for a response rate of 54.3 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. Over three-fourths of respondents reported that they had applied to four or more colleges/universities, including NC State, with fourteen percent applying to ten or more. Four percent reported that NC State was the only school to which they applied. First-year students applied to an average of 5.7 colleges/universities.

Figure 1: Number of Colleges/Universities Applied to (N=3,008)
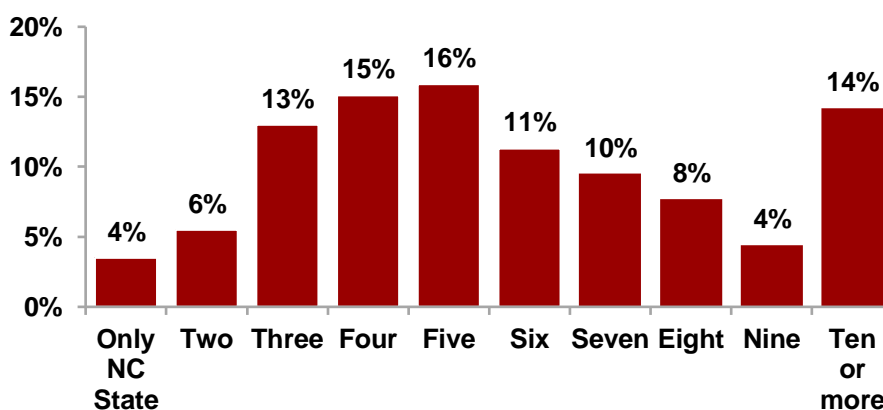
NC State as First Choice of Colleges to Attend (Table 1)

Almost two-thirds of incoming first-year students said that NC State was their top choice college to attend (62.9%), with three percent saying that NC State was their "only choice" (3.1%) and 60 percent

saying NC State was their "first choice" (59.8%). However, 12 percent of enrolled first-year students said that NC State was their third choice or below of colleges to attend (11.6%).

The Wilson College of Design (74.5%) and the College of Agricultural and Life Sciences (72.9%) had the highest percentages of respondents saying that NC State was either their "only" or "first choice" university to attend. The College of Humanities and Social Sciences (14.8%), the Poole College of Management (14.0%), and the College of Engineering (14.0%) were most likely to have respondents report NC State was their third 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	6.0%	66.9%	18.3%	8.8%	284
Design	4.3%	70.2%	14.9%	10.6%	47
Education	.	68.2%	22.7%	9.1%	66
Engineering	3.0%	57.4%	25.6%	14.0%	994
Natural Resources	4.4%	65.8%	18.4%	11.4%	114
Humanities & Social Sciences	3.0%	50.0%	32.2%	14.8%	264
Sciences	2.6%	57.7%	29.2%	10.5%	390
Textiles	3.0%	68.7%	25.4%	3.0%	67
Management	1.7%	61.9%	22.5%	14.0%	236
University College	2.9%	62.3%	27.1%	7.6%	409
Total	*3.1%*	*59.8%*	*25.4%*	*11.6%*	*2,871*

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" (23.7%) 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" (18.7%) and "level of support for my intended major" (11.7%). "Location" (9.1%), "cost" (8.2%), and "future career opportunities" (7.7%), 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	23.7%	681
Availability of program	18.7%	536
Level of support for my intended major	11.7%	335
Location	9.1%	262
Cost	8.2%	234
Future career opportunities	7.7%	220
Recommended by a friend, family member, teacher, counselor, etc.	3.3%	96
Campus visit/recruitment event(s)	2.9%	83
Facilities and resources available	2.8%	81
Financial aid available	2.6%	75
Scholarships available	2.0%	58
Extracurricular opportunities	0.8%	22
NC State's commitment to diversity	0.7%	21
Commitment to the environment and sustainability	0.6%	16
Wellness and Recreation facilities and programs	0.5%	13
Library spaces and services	0.2%	7
Attendance at a College Fair or high school visit	0.1%	3
Other	2.2%	64
Total	*100%*	*2,869*

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 *availability of program* (54.6%), *future career opportunities* (49.7%), *level of support for intended major* (41.2%)*, and academic reputation* (39.2%), and had a "very strong influence" on their decision to attend NC State. Incoming first-year students also reported *facilities and resources available* (34.8%) and *location* (33.1%) 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* (49.8%), *financial aid available* (38.1%), and scholarships available (35.1%) with 35 percent or more of students saying each had either a "weak" or "very weak" influence. A relatively small number of respondents (N=198) 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" (46.0%), or "strong influence" (33.3%) 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	4.36	54.6%	30.7%	11.5%	2.5%	0.7%	2,938
Future career opportunities	4.33	49.7%	36.6%	11.4%	1.7%	0.6%	2,861
Academic reputation	4.23	39.2%	46.2%	13.2%	1.1%	0.3%	2,945
Level of support for my intended major	4.12	41.2%	35.6%	18.6%	3.4%	1.2%	2,872
Facilities and resources available	4.06	34.8%	41.4%	19.2%	3.6%	1.0%	2,890
Location	3.94	33.1%	37.1%	22.1%	5.5%	2.2%	2,931
Library spaces and services	3.63	23.0%	32.5%	32.0%	9.5%	3.1%	2,815
Recommended by a friend, family member, teacher, counselor, etc.	3.54	23.8%	28.7%	30.3%	12.1%	5.2%	2,669
Extracurricular opportunities	3.49	17.8%	32.4%	34.6%	11.7%	3.5%	2,815
Cost	3.41	20.5%	25.5%	34.8%	12.8%	6.5%	2,880
Wellness and Recreation facilities and programs	3.28	16.7%	25.8%	34.2%	15.3%	8.1%	2,748
Campus visit/recruitment event(s)	3.20	15.7%	26.3%	31.4%	16.0%	10.6%	2,637
NC State's commitment to the environment and sustainability	3.20	15.4%	25.0%	33.4%	16.7%	9.6%	2,742
Acceptance into University College - Exploratory Studies	3.12	20.3%	20.4%	23.8%	21.7%	13.8%	1,437
NC State commitment to diversity	3.08	12.7%	21.9%	36.9%	17.3%	11.2%	2,824
Scholarships available	3.00	15.2%	17.4%	32.4%	22.3%	12.8%	2,678
Financial aid available	2.99	18.6%	16.2%	27.1%	21.9%	16.2%	2,581
Attendance at a College Fair or high school visit	2.57	8.8%	12.3%	29.0%	27.0%	22.8%	1,823
Other (please specify)	4.29	55.6%	24.2%	16.7%	1.0%	2.5%	198

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 2022 semester)

	%	N
5: Very strong influence	46.0%	188
4: Strong influence	33.3%	132
3: Moderate influence	14.7%	60
2: Weak influence	4.2%	17
1: Very weak influence	2.9%	12
Total	*100%*	*409*

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.* Almost all respondents were satisfied (97.3%), with over half saying they were "very satisfied" (51.0%), and 46 percent saying they were "moderately satisfied" (46.3%) 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	51.0%	1,451
3: Moderately satisfied	46.3%	1,317
2: Moderately dissatisfied	2.3%	66
1: Very dissatisfied	0.4%	11
Total	*100.0%*	*2,845*

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 representatives 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 (29.1%). 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" (55.3%), while 40 percent said it was to earn a "bachelor's degree as preparation for graduate or professional school" (39.7%).

Table 6: Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree or certificate in preparation for career	55.3%	1,554
Bachelor's degree for grad school preparation	39.7%	1,117
Improve knowledge/skills for current profession	2.8%	80
Courses for personal interest	0.9%	26
Bachelor's degree for career change preparation	0.6%	17
Other	0.6%	17
Total	*100.0%*	*2,811*

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 (74.5%), 20 percent indicated that they would complete their bachelor's degree in less than four years (20.3%), and five percent said they would take more than four years to complete their bachelor's degree (5.0%).
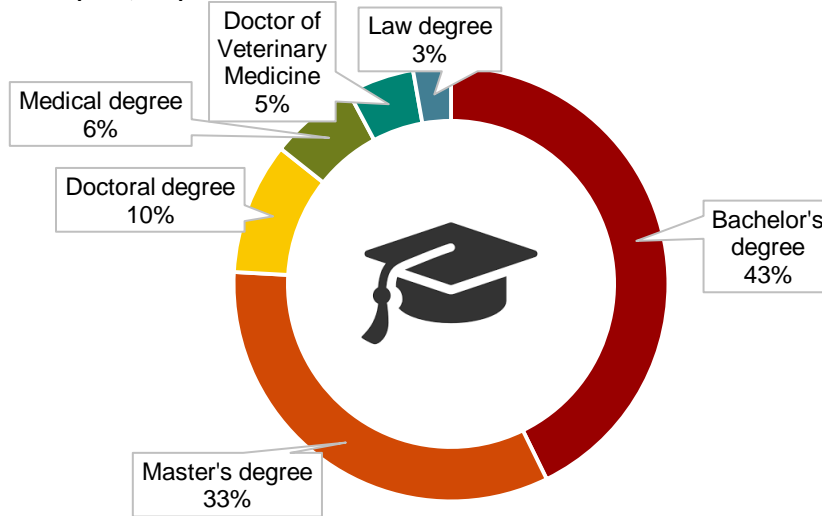
Table 7: Time Anticipated to Complete Bachelor's Degree

	%	N
Less than 4 years	20.3%	459
4 years	74.5%	1,683
4 1/2 years	2.4%	55
5 years	2.4%	54
5 1/2 years	0.0%	1
6 or more years	0.2%	4
Do not intend to complete bachelor's degree at NC State	0.2%	4
Total	*100.0%*	*2,260*

Highest Level of Education Anticipated to Complete (Figure 2)

When asked to identify the highest level of education they planned to complete, almost 60 percent of respondents reported that they intended to earn a degree beyond a bachelor's degree (57.3%), with one-fourth of all respondents reporting they plan to pursue a doctoral or professional degree (24.1%).

Figure 2: Highest Level of Education Anticipated Completing (among those intending on completing a degree) (N=2,294)

- Law degree 3%
- Doctor of Veterinary Medicine 5%
- Medical degree 6%
- Doctoral degree 10%
- Master's degree 33%
- Bachelor's degree 43%

Certainty of College Major (Table 8)

More than three-fourths of incoming first-year students reported that they were either "very certain" (33.2%) or "certain" (45.7%) 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 (55.4%, 47.5%, and 47.0% respectively).

Students in University College, where students enter NC State without a declared major, were the most likely to report being uncertain, with just over 60 percent saying they were "very uncertain" (13.8%) or "uncertain" (46.5%) about their major. Aside from University College students, those entering in the College of Humanities and Social Sciences (23%) and the College of Education (20%) 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	47.5%	37.9%	12.5%	2.1%	280
Design	44.4%	48.9%	6.7%	.	45
Education	55.4%	24.6%	16.9%	3.1%	65
Engineering	33.2%	55.4%	10.5%	0.9%	979
Natural Resources	42.0%	43.8%	12.5%	1.8%	112
Humanities & Social Sciences	34.9%	42.1%	18.8%	4.2%	261
Sciences	34.0%	49.3%	16.1%	0.5%	379
Textiles	47.0%	43.9%	4.5%	4.5%	66
Management	31.0%	51.5%	17.0%	0.4%	229
University College	12.6%	27.1%	46.5%	13.8%	398
Total	*33.2%*	*45.7%*	*17.9%*	*3.2%*	*2,814*

Likelihood of Participation in Abroad Program (Figure 3)

Almost 80 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 43 percent saying they either "definitely" (20%), or "probably will" (23%) participate. Just five percent said they would "definitely not" participate in a Study Abroad program while an undergraduate student at NC State.

Figure 3: Likelihood of Study Abroad Program Participation (N=2,261)
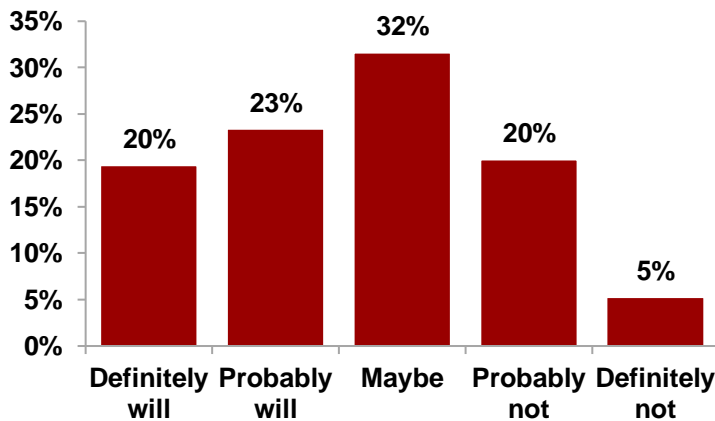
Intended Employment Location after Graduation (Table 9)

When asked to indicate the general location in which they intend to seek employment after graduation, 20 percent reported that they will be seeking work "in North Carolina only," (20.2%) while 49 percent said that they would seek work "anywhere in the USA" (48.5%) and one percent said that they would seek work "outside the USA only" (0.9%). One-third said that they would seek work "anywhere – location is not important" (30.5%).

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

	%	N
In North Carolina only	20.2%	393
Anywhere in the USA	48.5%	942
Outside the USA	0.9%	17
Anywhere – location is not important	30.5%	592
Total	*100%*	*1,944*

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 3.43 to a low of 2.61 (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 15 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' (51.2%).

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 (51.2% "excellent")
- Taking responsibility for my own behavior (44.5%)
- Believing more time and effort will lead to increased learning (44.0%)
- Appreciating differences in sexual orientation (43.3%)
- Valuing learning as a lifelong process (41.0%)

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 (45.2% "fair" or "poor)
- Capacity to engage with/respond to artistic works and evaluate significance (40.3%)
- Time management (39.2%)
- Ability to manage ongoing stressors (38.1%)
- Writing effectively across genres for diverse audiences (37.2%)
- Applying social science methods to understand human behavior (36.1%)

Average ratings for the importance of the 48 individual goals asked about range from a high of 3.82 to a low of 3.02 (on a 4-point scale). At least half of respondents rated all but six of the goals asked about as "very important," and for those six 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 (84.1% "very important")

- Taking responsibility for my own behavior (81.5%)
- Experiencing personal growth (80.2%)
- Ability to manage ongoing stressors (79.3%)
- Ability to work with people from diverse backgrounds (78.9%)
- Ability to set and accomplish goals (78.8%)
- Seeing projects through to completion (77.8%)
- Working effectively as part of a team (77.3%)

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 (27.2% "slightly important" or "not at all important")
- Appreciating the humanities (17.5%)
- Applying social science methods to understand human behavior (13.7%)
- Writing effectively across genres for diverse audiences (12.7%)
- Appreciating differences in sexual orientation (10.3%)
- Applying scientific methods of inquiry (10.0%)

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 11 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* (34.9%), *ability to interpret mathematical information* (30.7%)*,* and *understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just* (30.2%)*.* Conversely, their current level of development with respect to *presenting effectively across genres for diverse audiences* (45.2%) and *the capacity to engage with/respond to artistic works and evaluate their significance* (40.2%) were the general education goals 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	3.16	34.9%	47.8%	16.0%	1.3%	2,681
Development: Gathering relevant information or evidence	3.08	25.9%	57.4%	15.8%	0.9%	2,681
Development: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.07	30.2%	48.6%	18.9%	2.3%	2,594
Development: Consider all options when solving problems and think through implications of select one alternative over another	3.05	27.6%	51.4%	19.6%	1.4%	2,660
Development: Identifying a problem/concept and articulating its components	3.04	25.5%	54.5%	18.7%	1.3%	2,683
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.04	25.8%	53.5%	19.6%	1.2%	2,675
Development: Questioning my assumptions and considering points of view that conflict with mine	3.02	27.4%	48.9%	21.9%	1.7%	2,647
Development: Keeping my personal data and devices secure	3.02	28.4%	48.0%	21.2%	2.4%	2,621
Development: Ability to interpret mathematical information	3.01	30.7%	43.5%	21.5%	4.3%	2,702
Development: Reflecting on my own work	3.00	27.3%	48.3%	21.5%	2.8%	2,637
Development: Applying analytic skills	2.98	23.5%	52.6%	21.8%	2.1%	2,664
Development: Appreciating the humanities	2.97	29.1%	43.0%	23.4%	4.5%	2,590
Development: Using quantitative, logical and statistical analysis of data as the basis for judgments	2.94	25.2%	47.0%	24.2%	3.6%	2,693
Development: Solving real world problems in ways that demonstrate imagination/creativity	2.92	22.3%	50.3%	24.8%	2.6%	2,637
Development: Creating/distributing info and knowledge using multiple communication forms	2.87	21.7%	47.3%	27.6%	3.5%	2,694
Development: Applying scientific methods of inquiry	2.84	19.8%	48.6%	27.0%	4.6%	2,661
Development: Advanced use of technology	2.82	20.8%	46.2%	26.8%	6.2%	2,670
Applying social science methods to understand human behavior	2.78	19.6%	44.4%	30.5%	5.6%	2,537
Development: Writing effectively across genres for diverse audiences	2.74	15.9%	47.0%	32.6%	4.6%	2,681
Development: Capacity to engage with/respond to artistic works and evaluate significance	2.72	23.6%	36.1%	28.8%	11.5%	2,587
Development: Presenting effectively across genres for diverse audiences	2.61	14.0%	40.9%	37.4%	7.8%	2,671

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 16 of the 21 general education goals as being "very" or "moderately important." They were most likely to rate the *ability to plan and carry out projects independently* (73.4%), *consider all options when solving problems and think through implications of select one alternative over another* (73.0%), *gathering relevant information or evidence* (71.1%), *identifying a problem/concept and articulating its components* (70.7%), *effectively analyzing and evaluating evidence/arguments/claims/be*liefs (70.5%), and *keeping my personal data and devices secure (*69.9%) as being "very important" to them. Respondents were

most likely to consider *capacity to engage with/respond to artistic works and evaluate their significance* (27.2%), *appreciating the humanities* (17.5%), *applying social science methods to understand human behavior* (13.7%), and *writing effectively across genres for diverse audiences* (12.7%) to be "slightly" or "not at all important" to them.

Table 11: Importance of General Education Goals

	Mean	4: Very important	3: Moderately important	2: Slightly important	1: Not at all important	N
Importance: Ability to plan and carry out projects independently	3.71	73.4%	24.3%	2.2%	0.1%	2,555
Importance: Consider all options when solving problems and think through implications of select one alternative over another	3.71	73.0%	25.2%	1.7%	0.2%	2,553
Importance: Gathering relevant information or evidence	3.69	71.1%	26.8%	1.8%	0.3%	2,556
Importance: Identifying a problem/concept and articulating its components	3.68	70.7%	27.2%	1.9%	0.2%	2,553
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.68	70.5%	27.3%	2.0%	0.2%	2,545
Importance: Keeping my personal data and devices secure	3.67	69.9%	27.2%	2.6%	0.2%	2,551
Importance: Reflecting on my own work	3.63	66.2%	30.9%	2.5%	0.5%	2,542
Importance: Applying analytic skills	3.62	66.0%	30.3%	3.1%	0.6%	2,548
Importance: Solving real world problems in ways that demonstrate imagination/creativity	3.61	65.0%	31.2%	3.6%	0.2%	2,552
Importance: Using quantitative, logical and statistical analysis of data as the basis for judgments	3.56	61.6%	33.0%	4.8%	0.6%	2,564
Importance: Questioning my assumptions and considering points of view that conflict with mine	3.56	61.4%	33.9%	4.3%	0.4%	2,545
Importance: Advanced use of technology	3.55	60.3%	34.6%	4.7%	0.4%	2,554
Importance: Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	3.51	58.7%	34.3%	6.0%	1.0%	2,524
Importance: Ability to interpret mathematical information	3.47	57.0%	34.9%	6.8%	1.4%	2,555
Importance: Presenting effectively across genres for diverse audiences	3.44	52.3%	39.9%	6.8%	1.0%	2,564
Importance: Creating/distributing info and knowledge using multiple communication forms	3.40	48.3%	43.9%	7.4%	0.5%	2,565
Importance: Applying scientific methods of inquiry	3.38	49.3%	40.7%	8.3%	1.7%	2,540
Importance: Writing effectively across genres for diverse audiences	3.27	41.5%	45.8%	11.1%	1.6%	2,564
Importance: Applying social science methods to understand human behavior	3.26	41.8%	44.5%	11.9%	1.8%	2,507
Importance: Appreciating the humanities	3.22	41.5%	40.9%	15.2%	2.3%	2,518
Importance: Capacity to engage with/respond to artistic works and evaluate significance	3.02	33.9%	39.0%	22.1%	5.1%	2,537

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 *taking responsibility for my own behavior* (44.5%), *believing more time and effort will lead to increased learning* (44.0%), and *valuing learning as a lifelong process* (41.0%). Conversely, at least one-third of respondents gave a rating of "fair" or "poor" to their development of five of the personal development goals, including *time management* (39.2%), *ability to manage ongoing stressors* (38.1%), *recovering from emotional setbacks* (35.2%), *being involved in public and community affairs* (34.6%), and *gaining clarity in my future career direction* (33.7%).

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%	47.4%	7.6%	0.5%	2,498
Development: Believing more time and effort will lead to increased learning	3.33	44.0%	45.4%	9.9%	0.6%	2,491
Development: Working effectively as part of a team	3.26	38.6%	50.5%	9.8%	1.2%	2,517
Development: Valuing learning as a lifelong process	3.26	41.0%	45.6%	12.2%	1.2%	2,494
Development: Experiencing personal growth	3.23	38.2%	47.6%	12.9%	1.3%	2,503
Development: Recognizing and acting on ethical principles	3.21	33.4%	54.7%	11.3%	0.7%	2,510
Development: Seeing projects through to completion	3.16	35.5%	46.7%	15.5%	2.3%	2,476
Development: Ability to set and accomplish goals	3.07	28.3%	52.6%	17.2%	1.8%	2,481
Development: Developing leadership skills	3.05	31.3%	45.3%	20.2%	3.2%	2,515
Development: Identifying alternatives when faced with setbacks	3.02	24.4%	54.3%	20.4%	1.0%	2,468
Development: Ability to reflect, review, self-regulate, and self-examine	2.98	24.9%	50.9%	21.5%	2.7%	2,493
Development: Developing and sustaining an active and healthy lifestyle	2.95	30.0%	41.4%	22.3%	6.2%	2,508
Development: Expressing my opinion when others disagree	2.90	27.1%	41.9%	24.5%	6.6%	2,471
Development: Viewing failure as an opportunity to learn	2.87	26.3%	41.8%	24.6%	7.3%	2,488
Development: Gaining clarity in my future career direction	2.81	20.2%	46.1%	28.0%	5.7%	2,460
Development: Being involved in public and community affairs	2.80	22.5%	42.9%	26.8%	7.8%	2,502
Development: Recovering from emotional setbacks	2.78	20.4%	44.5%	28.4%	6.8%	2,441
Development: Ability to manage ongoing stressors	2.71	17.1%	44.9%	30.5%	7.6%	2,501
Development: Time management	2.70	18.0%	42.8%	30.5%	8.7%	2,500

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* (84.1%), *taking responsibility for my own behavior* (81.5%), *experiencing personal growth*

(80.2%), *ability to manage ongoing stressors* (79.3%), and *ability to set and accomplish goals* (78.8%) were "very important" to them. Seven percent of respondents indicated one item as being "slightly" or "not at all important" to them: *being involved in public and community affairs* (7.1%).

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	3.82	84.1%	14.4%	1.2%	0.3%	2,439
Importance: Taking responsibility for my own behavior	3.80	81.5%	17.5%	0.9%	0.2%	2,435
Importance: Experiencing personal growth	3.78	80.2%	18.1%	1.5%	0.2%	2,435
Importance: Ability to manage ongoing stressors	3.78	79.3%	19.7%	0.9%	0.1%	2,442
Importance: Ability to set and accomplish goals	3.77	78.8%	19.3%	1.6%	0.3%	2,438
Importance: Seeing projects through to completion	3.76	77.8%	20.5%	1.6%	0.1%	2,434
Importance: Working effectively as part of a team	3.75	77.3%	20.4%	2.1%	0.2%	2,439
Importance: Identifying alternatives when faced with setbacks	3.73	74.7%	23.9%	1.1%	0.3%	2,427
Importance: Developing and sustaining an active and healthy lifestyle	3.72	73.8%	24.4%	1.7%	0.1%	2,439
Importance: Ability to reflect, review, self-regulate, and self-examine	3.72	73.7%	24.5%	1.6%	0.2%	2,436
Importance: Gaining clarity in my future career direction	3.72	74.1%	23.8%	1.9%	0.2%	2,435
Importance: Recovering from emotional setbacks	3.71	74.0%	23.4%	2.4%	0.3%	2,407
Importance: Viewing failure as an opportunity to learn	3.67	69.9%	27.3%	2.4%	0.4%	2,422
Importance: Developing leadership skills	3.65	68.3%	29.1%	2.4%	0.2%	2,450
Importance: Valuing learning as a lifelong process	3.63	67.0%	29.1%	3.5%	0.3%	2,433
Importance: Recognizing and acting on ethical principles	3.61	64.6%	32.1%	3.0%	0.3%	2,444
Importance: Believing more time and effort will lead to increased learning	3.61	65.7%	30.4%	3.6%	0.3%	2,432
Importance: Expressing my opinion when others disagree	3.55	59.9%	35.5%	4.2%	0.5%	2,430
Importance: Being involved in public and community affairs	3.43	50.7%	42.2%	6.3%	0.8%	2,436

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* (51.2%), and *appreciating differences in sexual orientation* (43.3%).Respondents were most likely to rate their current level of development as "fair" or "poor" for *understanding issues and problems facing the world* (23.4%).

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	3.43	51.2%	41.3%	7.1%	0.5%	2,383
Development: Sensitivity to issues associated with racial equity	3.25	39.4%	47.8%	11.3%	1.5%	2,356
Development: Understanding and respecting diverse cultures, values, and perspectives	3.23	37.9%	48.4%	12.6%	1.1%	2,394
Development: Appreciating differences in sexual orientation	3.22	43.3%	39.1%	14.2%	3.4%	2,325
Development: Sensitivity to issues associated with gender equity	3.18	38.6%	43.7%	15.2%	2.6%	2,336
Development: Understanding the present as it relates to historical events	3.16	33.9%	49.2%	15.4%	1.4%	2,366
Development: Understanding the commonality of human problems globally	3.13	33.2%	49.0%	15.8%	2.0%	2,349
Development: Understanding issues and problems facing the world	2.99	24.8%	51.8%	21.0%	2.4%	2,395

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 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* (78.9%) and *understanding and respecting diverse cultures, values, and perspectives* (75.0%). Respondents were most likely to say that *appreciating differences in sexual orientation* (10.3%) and *sensitivity to issues associated with gender equity* (6.9%) 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	3.77	78.9%	19.1%	1.7%	0.3%	2,356
Importance: Understanding issues and problems facing the world	3.72	73.7%	24.7%	1.4%	0.2%	2,361
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.72	75.0%	22.7%	1.8%	0.6%	2,362
Importance: Sensitivity to issues associated with racial equity	3.66	70.8%	25.2%	3.0%	1.1%	2,339
Importance: Understanding the commonality of human problems globally	3.64	66.7%	30.6%	2.4%	0.4%	2,334
Importance: Understanding the present as it relates to historical events	3.61	65.4%	30.6%	3.7%	0.3%	2,346
Importance: Sensitivity to issues associated with gender equity	3.56	65.0%	28.1%	5.3%	1.6%	2,324
Importance: Appreciating differences in sexual orientation	3.48	61.7%	28.1%	7.1%	3.2%	2,326

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' importance of skills and their current level of development

of them. The goals listed in Table 16 are rank ordered based on the average ratings for level of importance, then each goal's rank in terms of perceived level of develop of said 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:

- Taking responsibility for my own behavior (2nd in importance [average rating 3.80] and 2nd in development [average rating 3.36])
- Experiencing personal growth (3rd [3.78] and 8th [3.23])
- Ability to work with people from diverse backgrounds (6th [3.77] and 1st [3.43])
- Working effectively as part of a team (8th [3.26] and 5th [3.26])
- Understanding and respecting diverse cultures, values and perspectives (10th [3.72] and 7th [3.23])

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

- Capacity to engage with/respond to artistic works and evaluate significance (48th in importance [average rating 3.02] and 45th in development [average rating 2.72])
- Applying social science methods to understand human behavior (46th [3.26] and 38th [2.84])
- Writing effectively across genres for diverse audiences (45th [3.27] and 44th [2.74])
- Being involved in public and community affairs (42nd [3.43] and 41st [2.80])
- Presenting effectively across genres for diverse audiences (41st [3.44] and 48th [2.61])

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 3.82] vs 47th in development [average rating 2.70])
- Ability to manage ongoing stressors (4th [3.78] vs 46th [2.71])
- Recovering from emotional setbacks (15th [3.71] vs 42nd [2.78])
- Gaining clarity in my future career direction (13th [3.72] vs 40th [2.81])

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 (39th in importance [average importance rating 3.48] vs 9th in development [average development rating 3.22])
- Believing more time and effort will lead to increased learning (29th [3.61] vs 3rd [3.33])
- Sensitivity to issues associated with gender equity (33rd [3.56] vs 11th [3.18])
- Recognizing and acting on ethical principles (32nd [3.61] vs 10th [3.21])
- Valuing learning as a lifelong process (26th [3.63] vs 4th [3.26])

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

Goals	Importance		Development	
	Rank	Mean	Rank	Mean
Time management	1	3.82	47	2.70
Taking responsibility for my own behavior	2	3.80	2	3.36
Experiencing personal growth	3	3.78	8	3.23
Ability to manage ongoing stressors	4	3.78	46	2.71
Ability to set and accomplish goals	5	3.77	17	3.07
Ability to work with people from diverse backgrounds	6	3.77	1	3.43
Seeing projects through to completion	7	3.76	14	3.16
Working effectively as part of a team	8	3.75	5	3.26
Identifying alternatives when faced with setbacks	9	3.73	25	3.02
Understanding and respecting diverse cultures, values, and perspectives	10	3.72	7	3.23
Developing and sustaining an active and healthy lifestyle	11	3.72	32	2.95
Understanding issues and problems facing the world	12	3.72	28	2.99
Gaining clarity in my future career direction	13	3.72	40	2.81
Ability to reflect, review, self-regulate, and self-examine	14	3.72	29	2.98
Recovering from emotional setbacks	15	3.71	42	2.78
Consider all options when solving problems and think through implications of select one alternative over another	16	3.71	19	3.05
Ability to plan and carry out projects independently	17	3.71	12	3.16
Gathering relevant information or evidence	18	3.69	16	3.08
Identifying a problem/concept and articulating its components	19	3.68	21	3.04
Effectively analyzing and evaluating evidence/arguments/beliefs	20	3.68	22	3.04
Keeping my personal data and devices secure	21	3.67	23	3.02
Viewing failure as an opportunity to learn	22	3.67	37	2.87
Sensitivity to issues associated with racial equity	23	3.66	6	3.25
Developing leadership skills	24	3.65	20	3.05
Understanding the commonality of human problems globally	25	3.64	15	3.13
Valuing learning as a lifelong process	26	3.63	4	3.26
Reflecting on my own work	27	3.63	27	3.00
Applying analytic skills	28	3.62	30	2.98
Believing more time and effort will lead to increased learning	29	3.61	3	3.33
Understanding the present as it relates to historical events	30	3.61	13	3.16
Solving real world problems in ways that demonstrate imagination/creativity	31	3.61	34	2.92
Recognizing and acting on ethical principles	32	3.61	10	3.21
Sensitivity to issues associated with gender equity	33	3.56	11	3.18
Questioning my assumptions and considering points of view that conflict with mine	34	3.56	24	3.02
Using quantitative, logical and statistical analysis of data as the basis for judgments	35	3.56	33	2.94
Expressing my opinion when others disagree	36	3.55	35	2.90
Advanced use of technology	37	3.55	39	2.82
Understanding the need for sustainability as the pursuit of balanced, ethical solutions that are economically viable, environmentally sound, and socially just	38	3.51	18	3.07
Appreciating differences in sexual orientation	39	3.48	9	3.22
Ability to interpret mathematical information	40	3.47	26	3.01
Presenting effectively across genres for diverse audiences	41	3.44	48	2.61
Being involved in public and community affairs	42	3.43	41	2.80
Creating/distributing info and knowledge using multiple communication forms	43	3.40	36	2.87
Applying scientific methods of inquiry	44	3.38	38	2.84
Writing effectively across genres for diverse audiences	45	3.27	44	2.74
Applying social science methods to understand human behavior	46	3.26	43	2.78
Appreciating the humanities	47	3.22	31	2.97
Capacity to engage with/respond to artistic works and evaluate significance	48	3.02	45	2.72

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)

Half of respondents reported that $10,000 or more of their first year educational expenses would come from *family resources* (50.0%). 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 (56.7%), one-third reported having $3,000 or more in loans (32.3%), with one-in-ten saying they will have $10,000 or more in loans (10.0%). Students themselves were least likely to be contributing to their college expenses, with 60 percent saying they themselves would be contributing nothing at all (26.3%) or less than $1,000 (33.5%) 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 (8.9%). Finally, a notable number of students (64.9%) 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 (22.9%).

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.)	11.8%	8.3%	9.5%	9.8%	10.7%	50.0%	2,746
My own resources (savings from work, other income)	26.3%	33.5%	22.0%	9.3%	4.3%	4.6%	2,707
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	35.1%	7.5%	14.6%	11.9%	8.1%	22.9%	2,710
Aid that must be repaid (loans, etc.)	56.7%	3.0%	8.0%	16.8%	5.5%	10.0%	2,690
Other than above	97.0%	0.6%	0.4%	0.7%	0.6%	0.7%	1,003

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 (57%), while 41 percent said that they received loans to help pay for their education. Fewer students reported they were receiving some other type of financial aid (14%). Nine-in-ten respondents reported that they had submitted the Free Application for Federal Student Aid (FAFSA) (89.1%).

Figure 4: Financial Aid Received* (N=2,829)
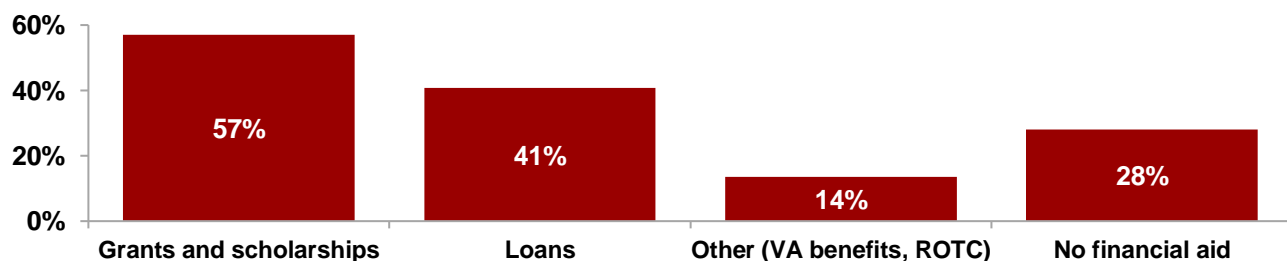
*Note: Respondents could select more than one response*

<u>Student Employment (Figures 5-6; Table 18)</u>

More than half of respondents reported that they would be employed during their first year of college (51%). Of those, half of respondents indicated they would be employed only on campus (50%) while just under one-third said they would be employed only off campus (31%). Almost 20 percent indicated they would be employed both on and off campus (19%).

Sixty percent of students planning on working during their first year at NC State said they would be working 10 hours or less per week (59% of those working on campus, and 59% of those working off campus). Respondents who said that they would be working off campus were more likely than those planning to work on campus to report working more than 20 hours per week (12% vs 4%, 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. Almost 50 percent of these respondents said that they will be working 1-10 hours at both their on campus and off campus jobs (45.5%), while 20 percent said they would work 11-20 hours at each of their on and off campus jobs (19.1%). Less than one 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 (0.5%).

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

Employment Status (N=2,228)

Employment Location of Employed First Year Students (N=1,143)
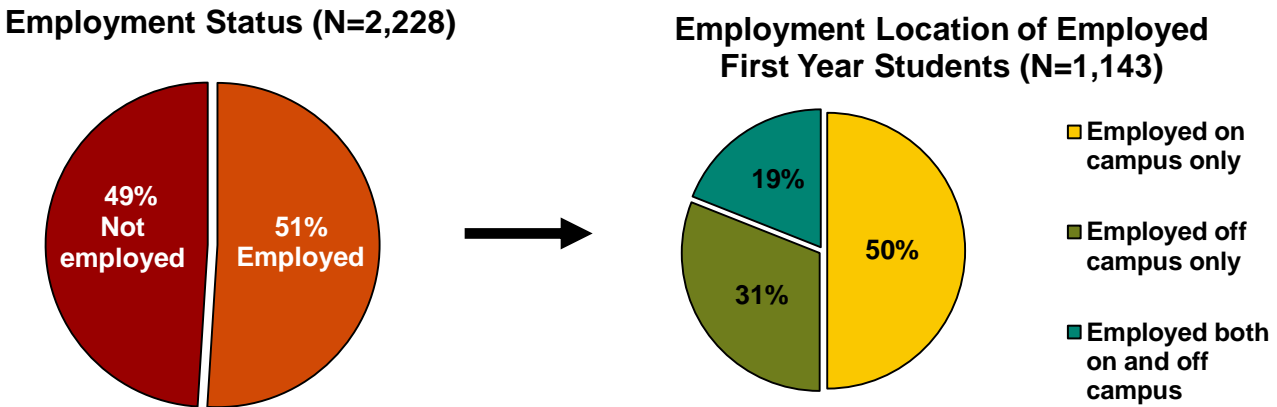
Figure 6: On Campus vs Off Campus Work Hours (Among Employed Respondents)
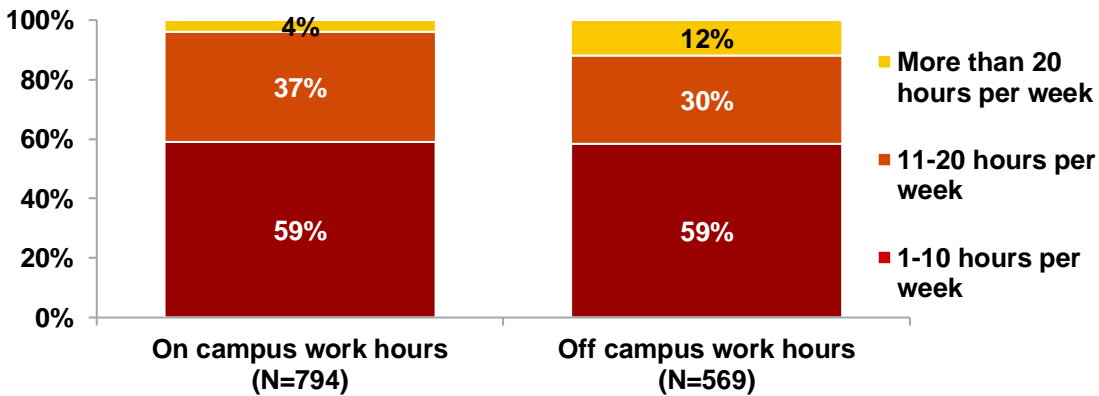
Table 18: Students Employed both On and Off Campus (N=220)

| 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	45.5%	9.1%	2.7%	57.3%
11-20 hours per week	11.8%	19.1%	5.5%	36.4%
More than 20 hours per week	1.8%	2.3%	0.5%	6.4%
Total	59.1%	30.5%	10.5%	100%

Satisfaction with NC State Services

Rating of NC State Admissions Website (Figure 7)

When asked to evaluate the NC State Admissions website, 85 percent of respondents gave a rating of "excellent" (31%) or "good" (54).

Figure 7: Rating of the NC State Admissions Website (excluding those who responded "Never used") (N=2,815)
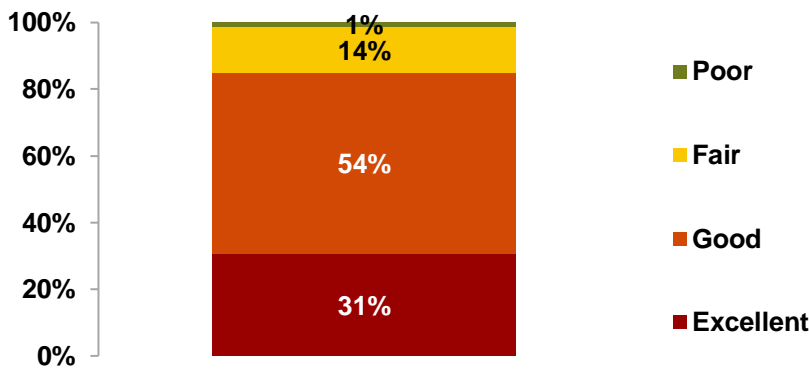
Satisfaction with NC State Financial Aid Process (Table 19)

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 80 percent of respondents saying that they were either "very" (23.5%) or "moderately satisfied" (55.2%) with the financial aid process.

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

	%	N
4: Very satisfied	23.5%	550
3: Moderately satisfied	55.2%	1,290
2: Moderately dissatisfied	16.7%	390
1: Very dissatisfied	4.7%	109
Total	100%	2,339

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 <u>before</u> and <u>during</u> New Student Orientation, as well as their experiences in attending Orientation. When asked about their interactions with their college/department <u>prior</u> 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 opportunity to get answers to their academic questions* (84.1%), that the *information/advice they received prior to Orientation helped them to plan their fall schedule* (82.7%), and that they were *satisfied with the attention they received prior to Orientation* (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	3.11	29.2%	54.9%	13.5%	2.4%	2,203
I am satisfied with the attention received from college/dept prior to orientation	3.10	29.9%	52.5%	14.8%	2.7%	2,286
Info/advice from college/dept prior to orientation helped me plan schedule	3.09	29.9%	52.8%	13.8%	3.6%	2,275

When asked the same questions about their interaction with their college/department <u>during</u> Orientation, they were similarly satisfied, as over 90 percent also said they either "strongly agree" or "agree" that they were satisfied with the *attention received from their college/department during Orientation* (91.5%), satisfied with the *time spent with their college/department to get answers to their academic questions* (91.1%), and that the *information/advice they received from their college/department helped them to confirm/adjust their fall schedule* (89.8%).

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	3.31	40.9%	50.6%	7.0%	1.5%	2,304
Time spent with college/dept during Orientation provided opportunity to get answers to my academic questions	3.30	40.4%	50.7%	7.0%	1.9%	2,277
Info/advice from college/dept during Orientation helped me confirm/adjust my fall schedule	3.28	40.5%	49.3%	8.2%	2.0%	2,266

More than 85 percent of incoming first-year 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* (62.6%), *the resources available to me if I need help preventing or reporting sexual violence* (60.9%), and *the tactics that can be used to be an active bystander to prevent or disrupt violence* (54.1%).

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	3.57	62.6%	34.7%	1.4%	0.4%	2,337
The resources available to me if I need help preventing or reporting sexual violence	3.56	60.9%	36.8%	0.9%	0.3%	2,336
The tactics I can use to be an active bystander to prevent or disrupt violence	3.46	54.1%	41.6%	2.2%	0.4%	2,335
Policies that may impact my experience at NC State (e.g., Code of Student Conduct)	3.45	49.0%	47.7%	2.7%	0.7%	2,306
Expectations for being a member of the NC State community	3.44	47.7%	49.6%	2.1%	0.7%	2,316
NC State's acceptance and encouragement of the free and open exchange of ideas and opinions	3.44	48.3%	48.1%	2.9%	0.8%	2,300
Various ways available to engage in the NC State community	3.43	47.1%	49.2%	3.1%	0.7%	2,319
My part in building an inclusive community on campus	3.32	40.2%	52.8%	5.8%	1.3%	2,278
The resources available to me if I have questions about free speech and free expression at NC State	3.19	41.0%	46.6%	7.2%	0.9%	2,337

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 five outcomes asked about. They were most likely to "strongly agree" that as a result of attending Orientation they are *aware it is my personal responsibility to adhere to the academic and behavioral expectations of the university* (66.3%).

**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 aware it is my personal responsibility to adhere to the academic and behavioral expectations of the university	3.65	66.3%	32.8%	0.9%	0.0%	2,306
I am excited to start my first semester at NC State	3.53	57.3%	38.8%	3.4%	0.5%	2,304
I know how to access information related to academic and behavioral expectations and policies (i.e., Code of Student Conduct, Progress Toward Degree)	3.51	54.8%	41.7%	3.3%	0.2%	2,293
I feel better prepared to start my first semester at NC State	3.41	48.2%	45.7%	5.0%	1.0%	2,300
I feel more connected to the NC State community	3.36	44.4%	48.7%	5.7%	1.1%	2,303

Demographic and Family Background Characteristics

College Preparation (Figure 8)

More than forty percent of respondents reported that they felt they were "very well" prepared for college by their high school (48%) and by their own efforts (42%).However, respondents were almost twice as likely to report that they were "not very well" prepared for college by their high school as compared to through their own efforts (9% vs 4%).
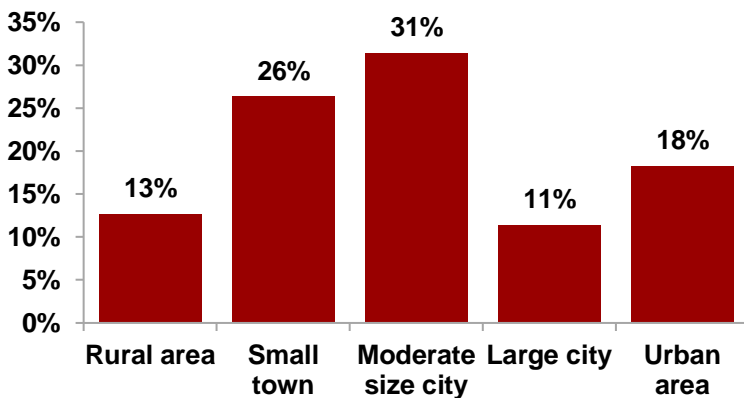
Figure 8: College Preparation
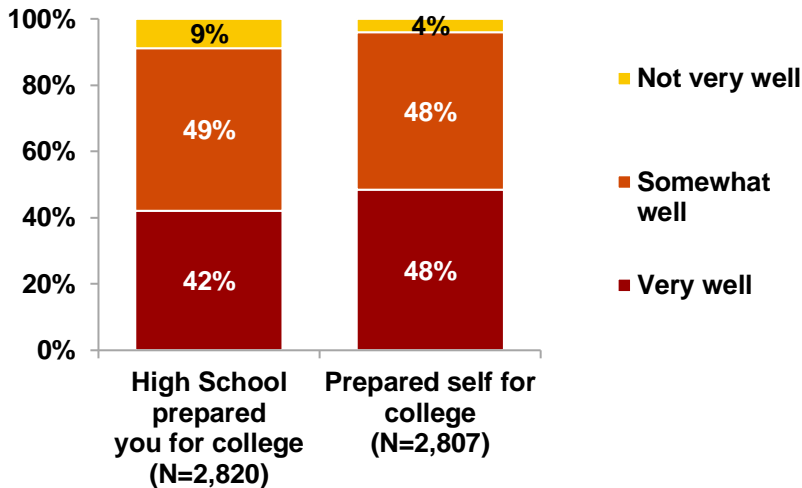
Hometown Geographic Area (Figure 9)

Forty percent of incoming first-year students responding to the survey reported that they were from a "rural area" (13%) or a "small town" (26%), while three-in-ten came from a "large city" (11%) or an "urban area" (18%).

Figure 9: Hometown Geographic Area (N=2,300)

First Generation College Students (Table 24)

Almost twenty percent of respondents are a first generation college student with 10 percent reporting that no parent/guardian of theirs had ever attended college (10.3%), and nine percent reporting that while a parent/guardian had attended college, they had not earned a four-year degree (8.7%).

Table 24: First Generation College Students

	%	N
First generation college student	10.3%	303
At least one parent attended college but did not earn a degree	8.7%	254
Not first generation	81.0%	2,375
Total	*100.0%*	*2,932*

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 2021 pre-tax income, sixty percent of respondents reported that their family's combined income was over $100,000 (59.1%), with almost 40 percent reporting it was over $150,000 (37.2%), and 22 percent reporting it was over $200,000 (22.3%). Seventeen percent of incoming students reported that their family income was $50,000 or less (17.2%).

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

|	%	N
$30,000 or less	8.9%	112
$30,001-$50,000	8.3%	105
$50,001-$75,000	9.8%	123
$75,001-$100,000	13.9%	175
$100,001-$150,000	21.9%	276
$150,001-$200,000	14.9%	187
More than $200,000	22.3%	280
Total	*100.0%*	*1,258*

Students from lower income families were more likely to say they would be employed during their first year at NC State. More than two-thirds of those coming from a family with a combined income of $50,000 or less (68.7%) and 57 percent of those from a family with a combined income between $50,001 and $100,000 (56.6%) reported they will be working. In comparison, 43 percent of those from a family with a combined income over $200,000 planned on being employed (43.1%).

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

Parents'/Guardians' Combined Pre-Tax 2021 Total Income	Employment Status during First Year at NC State		N
	Employed (N=655)	Not employed (N=582)	
$50,000 or less	68.7%	31.3%	211
$50,001-$100,000	56.6%	43.4%	295
$100,001-$150,000	52.2%	47.8%	272
$150,001-$200,000	44.9%	55.1%	185
Over $200,000	43.1%	56.9%	274
Total	*53.0%*	*47.0%*	*1,237*

Almost 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 (63%). Four percent reported only one person in their household was financially supported by their parents (4%).

Figure 10: Number of People Financially Supported by Parents/Guardians (N=2,261)
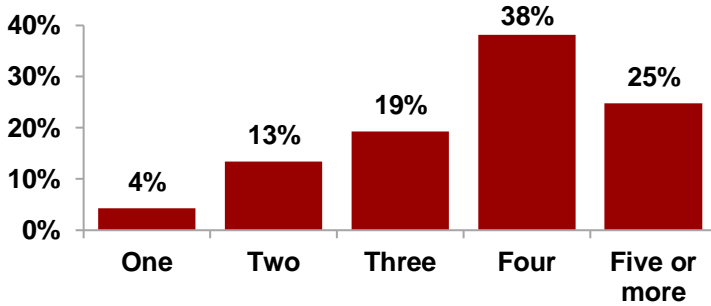
When asked about their parents'/guardians' dependents enrolled in college, two-thirds said they were the only dependent in their household currently enrolled (65.3%).

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

	%	N
Only myself	65.3%	1,474
Two	30.1%	680
Three or more	4.6%	103
Total	100.0%	2,257

While the majority of respondents do not provide day-to-day caregiving to someone, almost one-in-ten first-year students report providing day-to-day caregiving for someone (children, elders, other) (8.4%).

Table 28: Number of People Respondent Provides Day-to-Day Caregiving For

	%	N
None	91.7%	2,057
One	4.9%	109
Two	2.3%	51
Three	0.6%	13
Four or more	0.6%	13
Total	100.0%	2,243

Only a very small number of incoming students (2.7%) report that they provide the majority of financial support for someone (children, elders) (2.7%).

Table 29: Number of People For Whom Respondent Provides the Majority of Financial Support

	%	N
None	97.2%	2,177
One	1.5%	34
Two	0.9%	21
Three	0.2%	5
Four or more	0.1%	3
Total	100.0%	2,240

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 30)

Table 30 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 adapting to NC State (25.8%), social life (24.8%), and learning (15.0%).

Table 30: What Students are Excited About (N category codes = 1,495*)

	N	%
Adapting to NC State	875	25.8%
Social Life	840	24.8%
Learning	508	15.0%
Campus Life	320	9.4%
Independence	270	8.0%
Intellectual Environment	159	4.7%
Opportunities	134	4.0%
Career Planning	83	2.4%
Other	203	5.7%

*Some student responses were included in more than one category. "N category codes = 1,495" represents the total number of codes assigned to all student responses to this open-ended question.

Adapting to NC State

Many incoming students talked about looking forward to 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. Students offered comments such as: *"Meeting new people and exploring all of the opportunities for research and growth on campus," "I'm just excited for a new chapter of my life and I'm excited about the academics, getting involved with clubs, and going to support Wolfpack Athletics," "I'm excited for the new connections and experience I will get in a college environment,"* and *"I am excited for new experiences and learning more about myself."*

Social Life

Students who expressed excitement about social life at NC State mentioned their enthusiasm of creating long-lasting relationships, making new friends, being part of the Wolfpack community, and building relationships with faculty and staff. Examples of such comments include: *"The people here seem awesome. Everyone I have met whether it has been hallmates, classmates, or any of the faculty or staff, everyone has been so nice and welcoming. I am most excited about meeting more of these people," "Getting involved in different communities and activities and getting to know new people," "Meeting new people and gaining new perspectives,"* and *"I'm really excited about the new friends and diverse campus."*

Learning

Many students stated they were eager to learn at NC State. Many mentioned they were ready to take classes and learn about topics they are passionate about, and to learn about new material. Examples of excitement about learning include: *"Taking courses with topics I'm passionate about," "I am excited to be more independent and learn more about the world around me. I am also looking forward to taking more advanced classes and gaining new skills,"* and *"I am most excited for the academic opportunities at NC State. I look forward to having great teachers, professors and, working with other students to succeed academically. I look forward to hopefully getting internships, and getting a new job on campus. I am excited to learn new things, discover my true interests and work towards my dream job. I also look forward to getting new opportunities in Exploratory Studies, having the chance to work with academic advisors and learn new things from Professors."*

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

What Students are Concerned About (Table 31)

Table 31 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 (18.7%), learning (17.5%), adapting to NC State (12.6%), and social life (11.3%).

Table 31: What Students are Concerned About (N category codes = 1,093 *)

	N	%
Performance	384	18.7%
Learning	358	17.5%
Adapting to NC State	259	12.6%
Social Life	231	11.3%
Independence	200	9.8%
Time Management	197	9.6%
Health	88	4.3%
Campus Life	60	2.9%
Housing	53	2.6%
Finances	38	1.9%
Safety	31	1.5%
Intellectual Environment	26	1.3%
Registration	26	1.3%
Instruction	21	1.0%
Other	79	3.6%

*Some student responses were included in more than one category. "N category codes = 1,093" 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 and doing poorly in classes. . Examples of students who mentioned concerns with academic performance include: *"I'm concerned about workload and my own time management skills," "I am most nervous about the difficulty and amount of school work and making sure I can balance my social and*

academic life," "I am nervous about maintaining my grades," and "I am concerned about the difficulty of the classes I am taking, I know I'm going to have to study hard just to keep up and am worried how it will affect my free time."

Learning
While students express excited about learning new material, students also express concern with the level of difficultly and the academic rigor at NC State. Examples of concern about leaning include: *"I'm pretty worried to the challenge if classes give me rigorous work and I won't be able to understand coming from my education previously," "Getting back into the groove of school and relearning a lot of high school material," "Adapting from high-school and some AP classes to the college level of classes, and learning to learn in larger lecture settings with little interaction"* and *"I'm nervous that some of my classes my surprise me and be more difficult than I was prepared for."*

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, and the transition from high school to college. Examples of students who mentioned concerns about the transition to NC State include: *"I'm most nervous about adjusting to living by myself and to a new style of school," "I am nervous about adjusting to living on my own. I am also concerned about adjusting to the workload," "I am most nervous about navigating my classes and the buildings they are in," "I am nervous about my transition from high school academia to college academia in terms of note-taking, study tactics, and other ways of retaining information taught in lecture,"* and *"Getting used to the transition of high school classes and college classes in regard to work load, times, and scheduling around work."*

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 most nervous about making friends. I have always had trouble interacting with new people so I know that this will be a challenge for me," "Making new friends/finding a place to fit in and be comfortable," "Fitting into groups where most people are in state students, but I am from far out of state,"* and *"I am worried about finding my community."*

For all of the verbatim responses for what students are most concerned about their first year at NC State, see <u>Verbatim Reponses: What students are most excited and concerned about in coming to NC State, in their own words</u>.