

NC STATE UNIVERSITY

2023 Incoming First-Year Student Survey Overall Results

Introduction

This overview report presents findings from all incoming first-year students participating in the 2023 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 [“2023 Incoming First-Year Student Survey: Table of Contents.”](#)

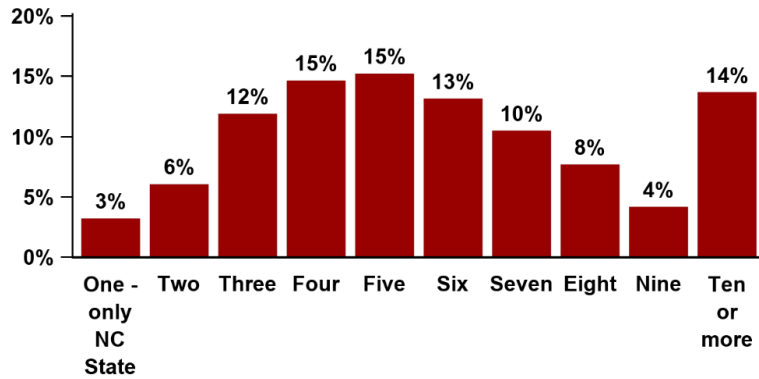
Incoming first-year students participated in New Student Orientation over the summer before their first semester at NC State. After they completed orientation, they were invited to participate in the 2023 Incoming First-Year Student Survey. The survey closed on September 7, 2023, about three weeks after classes began. A total of 5,555 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; 2,790 eligible students participated in the survey for a response rate of 50.2 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. Almost four-fifths of respondents reported that they had applied to four or more colleges/universities, including NC State, with fourteen percent applying to ten or more. Three 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, Including NC State (N=2,788)



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

Almost two-thirds of incoming first-year students said that NC State was their top choice college to attend (64.6%). However, a little under ten percent of enrolled first-year students said that NC State was their third choice or below of colleges to attend (9.2%).

The Wilson College of Textiles (75.8%), the College of Agricultural and Life Sciences (74.3%), the College of Natural Resources (72.2%), and the College of Design (70.8%) had the highest percentages of respondents saying that NC State was either their “only” or “first choice” university to attend. The College of Design (15.4%), the College of Sciences (11.9%), the College of Humanities and Social Sciences (11.7%), and the College of Engineering were most likely to have respondents report NC State was their third choice or below (4.4%).

Table 1 - NC State First Choice of Colleges to Attend, by College

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	5.1%	69.2%	21.7%	4.0%	253
Design	.	70.8%	13.8%	15.4%	65
Education	1.4%	67.1%	22.9%	8.6%	70
Engineering	2.4%	61.8%	24.4%	11.4%	787
Natural Resources	3.6%	68.6%	22.9%	5.0%	140
Humanities & Social Sciences	1.4%	52.0%	34.9%	11.7%	281
Sciences	2.5%	52.4%	33.2%	11.9%	361
Textiles	2.9%	72.9%	21.4%	2.9%	70
Management	2.3%	61.4%	27.3%	9.1%	220
University College	1.8%	67.9%	24.6%	5.8%	399
Total	2.5%	62.1%	26.3%	9.2%	2,646

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. *Availability of academic program* (17.5%) was most likely to be reported as being the *single most influential factor* in deciding to attend NC State by respondents, followed by *level of support for my intended major* (15.0%), *academic reputation* (14.2%), and *future career opportunities* (14.2%). *Location* (8.6%) and *cost* (5.2%) 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
Availability of academic program	17.5%	462
Level of support for my intended major	15.0%	396
Academic reputation	14.2%	376
Future career opportunities	14.2%	376
Location	8.6%	227
Cost	5.2%	138
Campus visit/recruitment event(s)	3.8%	100
Recommended by a friend, family member, teacher, counselor, etc.	3.7%	97
Financial aid available	3.6%	96
Acceptance into University College-Exploratory Studies	3.3%	87
Scholarships available	2.9%	77
Facilities and resources available	2.5%	67
Extracurricular opportunities	1.2%	31
Wellness and Recreation facilities and programs	0.8%	20
NC State's commitment to diversity	0.6%	16
Commitment to the environment and sustainability	0.5%	12
Library spaces and services	0.2%	6
Attendance at a College Fair or high school visit	0.2%	4
Other	1.9%	51
Total	100.0%	2,639

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* (52.3%), *future career opportunities* (48.1%), *level of support for intended major* (37.5%), and *academic reputation* (36.4%), and had a “very strong influence” on their decision to attend NC State. Incoming first-year students also reported *facilities and resources available* (33.7%) and *location* (33.4%) 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* (47.7%),

financial aid available (35.9%), scholarships available (32.6%), and NC State Commitment to Diversity (30.6%) with 30 percent or more of students saying each had either a “weak” or “very weak” influence. A relatively small number of respondents (N=204) 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 3 - Influence of Various Factors on 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 academic program	4.33	52.3%	32.4%	12.4%	2.1%	0.8%	2,720
Future career opportunities	4.32	48.1%	38.3%	11.8%	1.2%	0.6%	2,645
Academic reputation	4.18	36.4%	47.5%	14.6%	1.1%	0.4%	2,726
Level of support for my intended major	4.05	37.5%	37.4%	19.6%	4.2%	1.4%	2,656
Facilities and resources available	4.04	33.7%	41.8%	20.0%	3.3%	1.1%	2,674
Location	3.92	33.4%	35.7%	22.9%	5.7%	2.3%	2,713
Library spaces and services	3.58	19.5%	34.0%	34.2%	9.5%	2.8%	2,614
Recommended by a friend, family member, teacher, counselor, etc.	3.47	20.1%	31.6%	30.0%	11.7%	6.6%	2,496
Cost	3.40	19.2%	26.1%	36.1%	12.6%	6.0%	2,657
Campus visit/recruitment event(s)	3.37	18.0%	29.6%	30.8%	14.2%	7.4%	2,477
Extracurricular opportunities	3.31	12.7%	32.1%	34.9%	14.5%	5.8%	2,504
Wellness and Recreation facilities and programs	3.26	15.1%	26.4%	35.9%	14.4%	8.2%	2,526
NC State's commitment to the environment and sustainability	3.18	13.7%	25.0%	35.0%	18.0%	8.3%	2,545
Acceptance into University College - Exploratory Studies	3.14	20.0%	20.8%	25.7%	20.4%	13.1%	1,318
Scholarships available	3.07	16.2%	18.3%	33.0%	21.8%	10.8%	2,517
Financial aid available	3.04	17.9%	17.7%	28.4%	22.0%	13.9%	2,426
NC State commitment to diversity	3.00	10.2%	22.9%	36.3%	18.1%	12.5%	2,596
Attendance at a College Fair or high school visit	2.61	6.2%	14.2%	31.8%	29.6%	18.1%	1,748
Other (please specify)	4.24	56.4%	20.1%	16.7%	4.4%	2.5%	204

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” (44.3%), or “strong influence” (32.5%) on their decision to attend NC State.

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 2023 semester)

	%	N
Very strong influence	44.3%	177
Strong influence	32.5%	130
Moderate influence	16.5%	66
Weak influence	4.3%	17
Very weak influence	2.5%	10
Total	100.0%	400

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 (96.4%), with half saying they were “very satisfied” (50.8%), and about 45 percent saying they were “moderately satisfied” (45.7%) with the NC State admissions process.

Table 5 - Satisfaction with Admissions Process (excluding those who responded 'Don't know')

	%	N
4: Very satisfied	50.8%	1,323
3: Moderately satisfied	45.7%	1,191
2: Moderately dissatisfied	2.8%	73
1: Very dissatisfied	0.7%	18
Total	100.0%	2,605

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” (55.0%), while almost 40 percent said it was to earn a “bachelor’s degree as preparation for graduate or professional school” (38.9%).

Table 6 - Primary Goal/Objective for Attending NC State

	%	N
Bachelor's degree or certificate in preparation for career	55.0%	1,423
Bachelor's degree for grad school preparation	38.9%	1,008
Bachelor's degree for career change preparation	0.8%	20
Improve knowledge/skills for current profession	3.6%	92
Courses for personal interest	1.2%	30
Other	0.6%	16
Total	100.0%	2,589

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 (73.2%), 20 percent indicated that they would complete their bachelor's degree in less than four years (20.0%), and six percent said they would take more than four years to complete their bachelor's degree (6.4%).

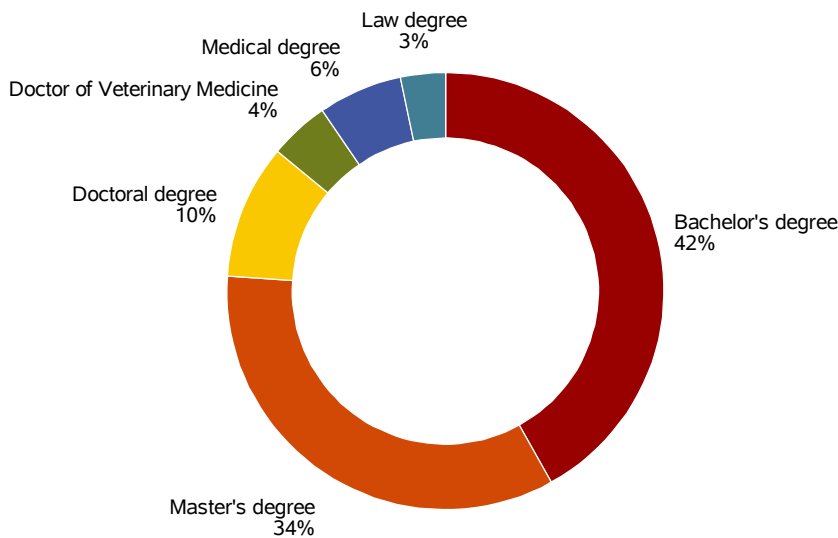
Table 7 - Time Anticipated to Complete Bachelor's Degree

	%	N
Less than 4 years	20.0%	412
4 years	73.2%	1,508
4 1/2 years	3.5%	72
5 years	2.7%	56
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	0.4%	8
Total	100.0%	2,060

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 (58%), with one-fourth of all respondents reporting they plan to pursue a doctoral or professional degree (23%).

Figure 2 - Highest Level of Education Anticipate Completing (among those intending on completing a degree) (N=2,117)



Certainty of College Major (Table 8)

More than three-fourths of incoming first-year students reported that they were either “very certain” (31.4%) or “certain” (47.3%) in their choice of college major. Levels of certainty, however, varied by

college. Students in the College of Education, College of Design, Wilson College of Textiles, and College of Agriculture and Life Sciences were most likely to report feeling “very certain” about their choice of college major (59.4%, 53.1%, 47.1% 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” (47.3%) about their major. Aside from University College students, those entering in the College of Humanities and Social Sciences (21.0%) were the most likely to report being either “uncertain” or “very uncertain” in their choice of college major.

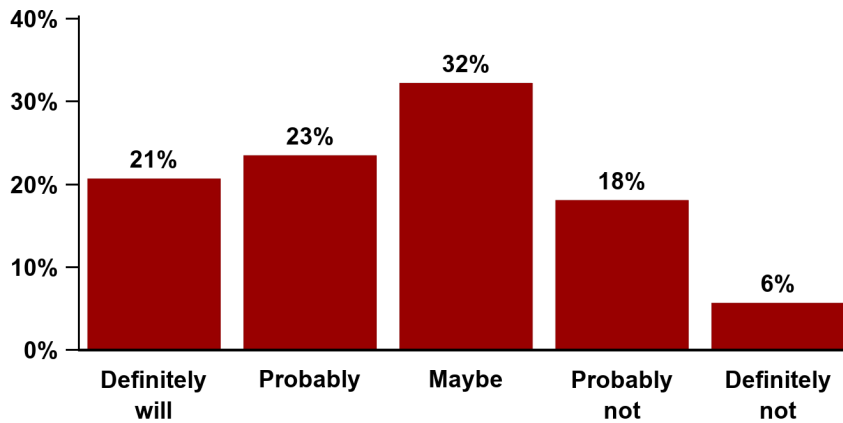
Table 8 - Certainty of Academic Major, by College

College/School	Certainty of college major				N
	Very certain	Certain	Uncertain	Very uncertain	
Agriculture & Life Sciences	47.0%	38.6%	12.4%	2.0%	251
Design	53.1%	35.9%	9.4%	1.6%	64
Education	59.4%	30.4%	7.2%	2.9%	69
Engineering	30.5%	57.3%	11.5%	0.6%	771
Natural Resources	27.2%	55.9%	13.2%	3.7%	136
Humanities & Social Sciences	30.0%	49.1%	18.1%	2.9%	277
Sciences	33.2%	52.3%	11.9%	2.6%	352
Textiles	47.1%	35.3%	16.2%	1.5%	68
Management	34.7%	52.8%	10.6%	1.9%	216
University College	10.9%	28.1%	47.3%	13.8%	385
Total	31.4%	47.3%	17.7%	3.6%	2,589

Likelihood of Participation in Abroad Program (Figure 3)

A little over three-quarters of incoming first-year students reported that it was at least somewhat likely they would participate in a Study Abroad program while an undergraduate student at NC State, with 44 percent saying they either “definitely” (21%), or “probably will” (23%) participate. Just six 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=2,072)



Intended Employment Location after Graduation (Table 9)

When asked to indicate the general location in which they intend to seek employment after graduation, a little under 20 percent reported that they will be seeking work “in North Carolina only,” (18.8%) while 48 percent said that they would seek work “anywhere in the USA” (48.8%) and one percent said that they would seek work “outside the USA only” (0.9%). About one-third said that they would seek work “anywhere – location is not important” (31.4%).

Table 9 - Intended Employment Location After Graduation (among those planning on seeking employment)

	%	N
In North Carolina only	18.8%	330
Anywhere in the USA	48.8%	855
Outside the USA only	0.9%	16
Anywhere - location is not important	31.4%	551
Total	100.0%	1,752

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 38 goals asked about range from a high of 3.44 to a low of 2.66 (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 9 of the 38 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' (51.1%).

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 (51.1% "excellent")
- Taking responsibility for my own behavior (43.1%)
- Appreciating differences in sexual orientation (41.8%)
- Ability to plan and carry out projects independently (39.0%)
- Seeing projects through to completion (38.3%)
- Working effectively as part of a team (37.7%)
- Sensitivity to issues associated with gender equity (37.3%)
- Sensitivity to issues associated with racial equity (36.9%)
- Understanding and respecting diverse cultures, values, and perspectives (36.0%)

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

- Time management (41.5% "fair" or "poor")
- Presenting effectively across genres for diverse audiences (41.6%)
- Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts) (40.1%)
- Ability to manage ongoing stressors (39.6%)
- Seeking out new, untested solutions to real world problems (38.3%)
- Applying social science methods to understand human behavior (37.4%)
- Advanced use of technology (36.6%)

Average ratings for the importance of the 48 individual goals asked about range from a high of 3.83 to a low of 2.94 (on a 4-point scale). At least half of respondents rated all but five of the goals asked about as "very important," and for those five goals no more than six 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 (84.9% "very important")
- Taking responsibility for my own behavior (80.6%)
- Ability to work with people from diverse backgrounds (79.5%)
- Ability to manage ongoing stressors (79.4%)
- Ability to set and accomplish goals (79.1%)
- Identifying alternatives when faced with setbacks (77.9%)
- Working effectively as part of a team (77.3%)
- Seeing projects through to completion (77.3%)
- Recovering from emotional setbacks (75.4%)

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

- Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts) (30.2% "slightly important" or "not at all important")
- Appreciating the humanities (16.5%)
- Applying social science methods to understand human behavior (14.5%)
- Writing effectively across genres for diverse audiences (14.2%)
- Appreciating differences in sexual orientation (12.1%)
- Applying scientific methods of inquiry (10.8%)

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 7 of the 16 general education goals asked about. They were most likely to say that their current level of development was “excellent” for *ability to plan and carry out projects independently* (39.0%), and *considering options and their consequences when solving a problem or addressing an issue* (31.5%). Conversely, their current level of development with respect to *presenting effectively across genres for diverse audiences* (41.6%) and *the capacity to engage with/respond to artistic works and evaluate their significance* (40.1%) 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	3.23	39.0%	46.2%	13.4%	1.4%	2,514
Development: Considering options and their consequences when solving a problem or addressing an issue	3.16	31.5%	53.6%	14.1%	0.7%	2,482
Development: Identifying a problem/concept and articulating its components	3.09	29.0%	52.6%	17.2%	1.2%	2,500
Development: Ability to make judgements and draw conclusions based on quantitative analysis of data	3.07	28.6%	51.4%	18.3%	1.6%	2,508
Development: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.06	26.0%	54.8%	17.8%	1.3%	2,483
Development: Reflecting on learning in and out of the classroom	3.01	26.7%	50.1%	21.0%	2.2%	2,478
Development: Keeping my personal data and devices secure	3.00	27.3%	48.1%	21.9%	2.7%	2,466
Development: Appreciating the humanities	2.99	28.0%	46.2%	22.2%	3.6%	2,430
Development: Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	2.93	21.8%	51.5%	24.2%	2.4%	2,511
Development: Applying scientific methods of inquiry	2.82	19.4%	47.9%	28.4%	4.3%	2,479
Development: Writing effectively across genres for diverse audiences	2.77	16.6%	48.7%	30.1%	4.6%	2,496
Development: Advanced use of technology	2.77	20.2%	43.2%	29.9%	6.7%	2,506
Development: Applying social science methods to understand human behavior	2.75	17.4%	45.2%	32.0%	5.4%	2,392
Development: Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	2.73	24.0%	35.9%	29.6%	10.5%	2,442
Development: Seeking out new, untested solutions to real world problems	2.72	15.8%	46.0%	32.7%	5.6%	2,425
Development: Presenting effectively across genres for diverse audiences	2.66	14.5%	43.9%	34.9%	6.7%	2,492

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 11 of the 16 general education goals as being “very” or “moderately important.” They were most likely to rate the *ability to plan and carry out projects independently* (72.9%), *identifying a problem/concept and articulating its components* (72.1%), *considering options when solving a problem or addressing an issue* (70.5%), *ability to make judgements and draw conclusions based on quantitative analysis of data*

(67.7%), and *keeping my personal data and devices secure* (67.3%) as being “very important” to them. Respondents were most likely to consider *capacity to engage with/respond to artistic works and evaluate their significance* (30.2%), *appreciating the humanities* (16.5%), *applying social science methods to understand human behavior* (14.5%), *writing effectively across genres for diverse audiences* (14.4%), and *applying scientific methods of inquiry* (10.8%) 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	72.9%	25.2%	1.7%	0.1%	2,421
Importance: Identifying a problem/concept and articulating its components	3.70	72.1%	25.9%	1.8%	0.2%	2,414
Importance: Considering options and their consequences when solving a problem or addressing an issue	3.68	70.5%	27.6%	1.6%	0.2%	2,413
Importance: Ability to make judgements and draw conclusions based on quantitative analysis of data	3.64	67.7%	29.1%	2.9%	0.4%	2,413
Importance: Keeping my personal data and devices secure	3.63	67.3%	28.6%	3.5%	0.6%	2,412
Importance: Effectively analyzing and evaluating evidence/arguments/claims/beliefs	3.57	61.4%	34.6%	3.4%	0.5%	2,412
Importance: Seeking out new, untested solutions to real world problems	3.54	59.6%	35.7%	4.5%	0.3%	2,408
Importance: Advanced use of technology	3.51	57.2%	37.3%	4.8%	0.7%	2,413
Importance: Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	3.51	56.6%	37.8%	5.1%	0.5%	2,430
Importance: Reflecting on learning in and out of the classroom	3.49	57.0%	36.4%	5.6%	1.0%	2,404
Importance: Presenting effectively across genres for diverse audiences	3.44	52.9%	39.3%	6.2%	1.5%	2,422
Importance: Applying scientific methods of inquiry	3.38	49.4%	39.7%	9.8%	1.0%	2,394
Importance: Writing effectively across genres for diverse audiences	3.26	42.1%	43.8%	12.0%	2.2%	2,418
Importance: Applying social science methods to understand human behavior	3.22	39.0%	46.4%	12.5%	2.0%	2,360
Importance: Appreciating the humanities	3.20	39.6%	43.9%	13.7%	2.8%	2,364
Importance: Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts)	2.94	30.2%	39.5%	24.4%	5.8%	2,395

Personal Development Goals

At least two-thirds of respondents gave a rating of “excellent” or “good” to 12 of the 14 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* (43.1%), *seeing a project through to completion* (38.3%), and *working effectively as part of a team* (37.7%). Conversely, at least one-third of

respondents gave a rating of “fair” or “poor” to their development of two of the personal development goals: *time management* (41.5%) and *ability to manage ongoing stressors* (39.6%).

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	3.34	43.1%	48.8%	7.4%	0.7%	2,346
Development: Working effectively as part of a team	3.26	37.7%	50.8%	11.0%	0.5%	2,368
Development: Seeing projects through to completion	3.21	38.3%	46.0%	13.6%	2.1%	2,344
Development: Recognizing and acting on ethical principles	3.18	32.4%	54.1%	12.8%	0.8%	2,351
Development: Ability to set and accomplish goals	3.14	32.3%	51.1%	14.7%	1.9%	2,345
Development: Ability to reflect upon academic goals and expectations and update as needed	3.10	29.6%	52.0%	16.7%	1.6%	2,342
Development: Identifying alternatives when faced with setbacks	3.08	28.7%	52.2%	17.5%	1.5%	2,338
Development: Developing leadership skills	3.04	30.0%	46.8%	20.1%	3.1%	2,367
Development: Ability to reflect upon personal goals and expectations and update as needed	2.95	24.0%	50.1%	23.2%	2.7%	2,341
Development: Developing and sustaining an active and healthy lifestyle	2.95	28.2%	43.6%	23.1%	5.1%	2,356
Development: Being involved in public and community affairs	2.87	24.3%	44.3%	25.4%	6.0%	2,356
Development: Recovering from emotional setbacks	2.86	23.0%	45.5%	26.2%	5.3%	2,312
Development: Ability to manage ongoing stressors	2.68	15.5%	44.9%	31.8%	7.8%	2,355
Development: Time management	2.66	17.1%	41.3%	31.8%	9.7%	2,359

Over 95 percent of incoming first-year students rated all but one of the 14 personal development goals as being “very” or “moderately important” to them. In particular, a large majority said that *time management* (84.9%), *taking responsibility for my own behavior* (80.6%), *ability to manage ongoing stressors* (79.4%), and *ability to set and accomplish goals* (79.1%) 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* (7.4%).

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	3.83	84.9%	13.7%	1.0%	0.3%	2,314
Importance: Taking responsibility for my own behavior	3.79	80.6%	17.7%	1.5%	0.3%	2,311
Importance: Ability to manage ongoing stressors	3.77	79.4%	18.8%	1.6%	0.2%	2,316
Importance: Ability to set and accomplish goals	3.77	79.1%	19.0%	1.6%	0.3%	2,308
Importance: Identifying alternatives when faced with setbacks	3.77	77.9%	20.9%	1.2%	0.0%	2,302
Importance: Working effectively as part of a team	3.75	77.3%	21.0%	1.6%	0.1%	2,311
Importance: Seeing projects through to completion	3.75	77.3%	20.8%	1.8%	0.1%	2,307
Importance: Recovering from emotional setbacks	3.72	75.4%	21.6%	2.7%	0.4%	2,292
Importance: Ability to reflect upon academic goals and expectations and update as needed	3.72	74.5%	23.2%	2.0%	0.3%	2,299
Importance: Developing and sustaining an active and healthy lifestyle	3.72	74.5%	23.0%	2.3%	0.2%	2,299
Importance: Ability to reflect upon personal goals and expectations and update as needed	3.69	72.2%	25.4%	2.0%	0.3%	2,309
Importance: Developing leadership skills	3.66	69.9%	26.7%	3.3%	0.2%	2,309
Importance: Recognizing and acting on ethical principles	3.57	62.4%	33.2%	3.9%	0.6%	2,304
Importance: Being involved in public and community affairs	3.45	53.5%	39.2%	6.7%	0.7%	2,299

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* (51.1%) and *appreciating differences in sexual orientation* (41.8%). Respondents were most likely to rate their current level of development as “fair” or “poor” for *understanding issues and problems facing the world* (24.3%).

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	3.44	51.1%	41.9%	6.7%	0.3%	2,244
Development: Sensitivity to issues associated with racial equity	3.22	36.9%	49.1%	12.7%	1.3%	2,183
Development: Understanding and respecting diverse cultures, values, and perspectives	3.20	36.0%	48.7%	14.5%	0.8%	2,254
Development: Appreciating differences in sexual orientation	3.20	41.8%	39.8%	14.7%	3.7%	2,175
Development: Sensitivity to issues associated with gender equity	3.15	37.3%	43.3%	16.6%	2.9%	2,164
Development: Understanding the present as it relates to historical events	3.14	32.8%	49.9%	15.9%	1.4%	2,218
Development: Understanding the commonality of human problems globally	3.13	31.5%	51.2%	16.0%	1.3%	2,189
Development: Understanding issues and problems facing the world	2.97	23.5%	52.2%	22.1%	2.2%	2,260

Over 90 percent of respondents rated seven of the eight of the listed world view goals as “very” or “moderately important” to them, with over 95 percent giving these ratings to four of the eight goals. A rating of “very important” was given by at least 70 percent of respondents to *ability to work with people from diverse backgrounds* (79.5%), *understanding and respecting diverse cultures, values, and perspectives* (72.7%), and *understanding issues and problems facing the world* (72.6%). Respondents were most likely to say that *appreciating differences in sexual orientation* (12.1%) and *sensitivity to issues associated with gender equity* (8.7%) 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	79.5%	18.4%	1.8%	0.3%	2,213
Importance: Understanding issues and problems facing the world	3.70	72.6%	25.5%	1.7%	0.3%	2,219
Importance: Understanding and respecting diverse cultures, values, and perspectives	3.69	72.7%	23.8%	2.9%	0.6%	2,218
Importance: Understanding the commonality of human problems globally	3.63	67.0%	29.4%	2.8%	0.8%	2,180
Importance: Sensitivity to issues associated with racial equity	3.62	68.8%	25.9%	3.5%	1.8%	2,184
Importance: Understanding the present as it relates to historical events	3.56	62.7%	32.1%	4.2%	1.0%	2,196
Importance: Sensitivity to issues associated with gender equity	3.50	61.9%	29.5%	5.6%	3.1%	2,158
Importance: Appreciating differences in sexual orientation	3.44	60.2%	27.7%	7.7%	4.4%	2,161

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 self-perceived development 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 3.79] and 2nd in development [average rating 3.34])
- Ability to work with people from diverse backgrounds (4th [3.77] and 1st [3.44])
- Working effectively as part of a team (7th [3.75] and 3rd [3.26])
- Seeing projects through to completion (8th [3.75] and 6th [3.21])

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

- Engaging with and responding to artistic works and evaluate significance (38th in importance [average rating 2.94] and 34th in development [average rating 2.73])
- Applying social science methods to understand human behavior (36th [3.22] and 33rd [2.75])
- Writing effectively across genres for diverse audiences (35th [3.26] and 31st [2.77])
- Applying scientific methods of inquiry (34th [3.38] and 30th [2.82])
- Presenting effectively across genres for diverse audiences (32nd [3.44] and 37th [2.66])

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 3.83] vs 38th in development [average rating 2.66])
- Ability to manage ongoing stressors (3rd [3.77] vs 36th [2.68])
- Recovering from emotional setbacks (9th [3.72] vs 29th [2.86])
- Developing and sustaining an active and healthy lifestyle (11th [3.72] vs 26th [2.95])

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 (33rd in importance [average importance rating 3.44] vs 8th in development [average development rating 3.20])
- Sensitivity to issues associated with gender equity (29th [3.50] vs 11th [3.15])
- Understanding the present as it relates to historical events (25th [3.56] vs 12th [3.14])
- Recognizing and acting on ethical principles (23rd [3.57] vs 9th [3.18])
- Sensitivity to issues associated with racial equity (22nd [3.62] vs 5th [3.22])

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

Goals	Importance Rank	Importance Mean	Development Rank	Development Mean
Time management	1	3.83	38	2.66
Taking responsibility for my own behavior	2	3.79	2	3.34
Ability to manage ongoing stressors	3	3.77	36	2.68
Ability to work with people from diverse backgrounds	4	3.77	1	3.44
Ability to set and accomplish goals	5	3.77	13	3.14
Identifying alternatives when faced with setbacks	6	3.77	17	3.08
Working effectively as part of a team	7	3.75	3	3.26
Seeing projects through to completion	8	3.75	6	3.21
Recovering from emotional setbacks	9	3.72	29	2.86
Ability to reflect upon academic goals and expectations and update as needed	10	3.72	15	3.10
Developing and sustaining an active and healthy lifestyle	11	3.72	26	2.95
Ability to plan and carry out projects independently	12	3.71	4	3.23
Understanding issues and problems facing the world	13	3.70	24	2.97
Identifying a problem/concept and articulating its components	14	3.70	16	3.09
Ability to reflect upon personal goals and expectations and update as needed	15	3.69	25	2.95
Understanding and respecting diverse cultures, values, and perspectives	16	3.69	7	3.20
Considering options and their consequences when solving a problem or addressing an issue	17	3.68	10	3.16
Developing leadership skills	18	3.66	20	3.04
Ability to make judgements and draw conclusions based on quantitative analysis of data	19	3.64	18	3.07
Understanding the commonality of human problems globally	20	3.63	14	3.13
Keeping my personal data and devices secure	21	3.63	22	3.00
Sensitivity to issues associated with racial equity	22	3.62	5	3.22
Recognizing and acting on ethical principles	23	3.57	9	3.18
Effectively analyzing and evaluating evidence/arguments/claims/beliefs	24	3.57	19	3.06
Understanding the present as it relates to historical events	25	3.56	12	3.14
Seeking out new, untested solutions to real world problems	26	3.54	35	2.72
Advanced use of technology	27	3.51	32	2.77
Communicating information and knowledge using multiple forms, including text, video, graphics, etc.	28	3.51	27	2.93
Sensitivity to issues associated with gender equity	29	3.50	11	3.15
Reflecting on learning in and out of the classroom	30	3.49	21	3.01
Being involved in public and community affairs	31	3.45	28	2.87
Presenting effectively across genres for diverse audiences	32	3.44	37	2.66
Appreciating differences in sexual orientation	33	3.44	8	3.20
Applying scientific methods of inquiry	34	3.38	30	2.82
Writing effectively across genres for diverse audiences	35	3.26	31	2.77
Applying social science methods to understand human behavior	36	3.22	33	2.75
Appreciating the humanities	37	3.20	23	2.99
Engaging with and responding to artistic works (e.g., plays, music, movies, dance, visual arts).	38	2.94	34	2.73

Finances and Paying for College

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

Sources of Education Funding (Table 17)

Almost 85 percent of first-year students reported that their parents or guardians will be covering at least the majority of their expenses (83.9%), with almost 45 percent of respondents reporting that their parents will cover all of their expenses (e.g. tuition, fees, food, and housing) (44.8%). A little over 10 percent of respondents reported that their parents or guardians will be paying for less than half of their expenses (10.4%), and almost 6 percent of respondents reported that will not be receiving financial assistance from their parents (5.7%).

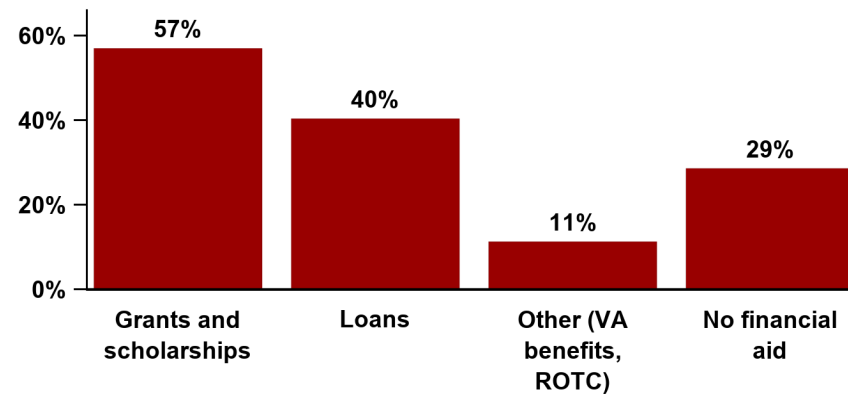
Table 17 - Financial Independence Among Students

	%	N
Parents cover all expenses	44.8%	937
Parents cover half or more of expenses	39.1%	818
Parents cover less than half of expenses	10.4%	217
No financial assistance from parents	5.7%	119
Total	100.0%	2,091

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 40 percent said that they received loans to help pay for their education. Fewer students reported they were receiving some other type of financial aid (11%).

Figure 4 - Financial Aid Received (N=2,608)

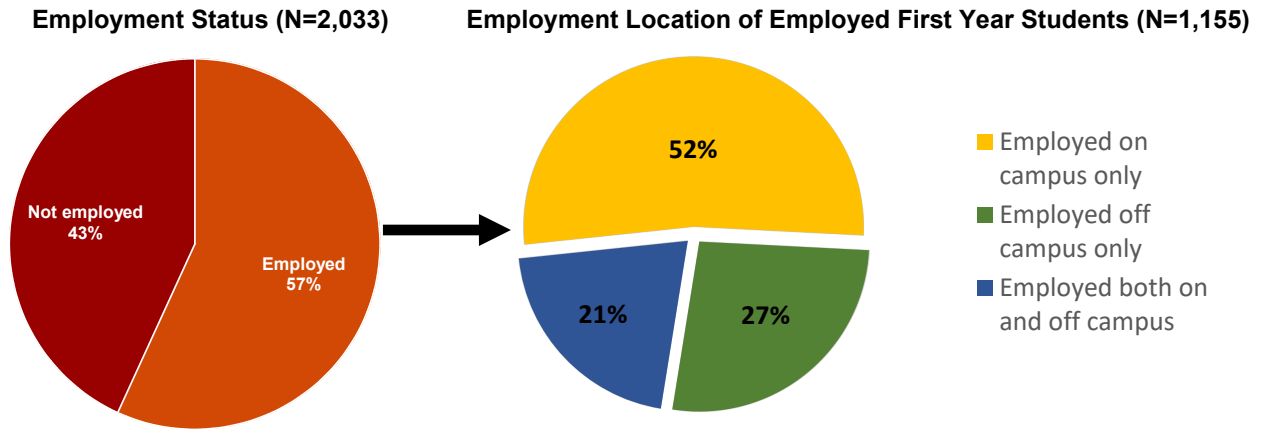


*Note: Respondents could select more than one response

Student Employment (Figures 5-6; Table 18)

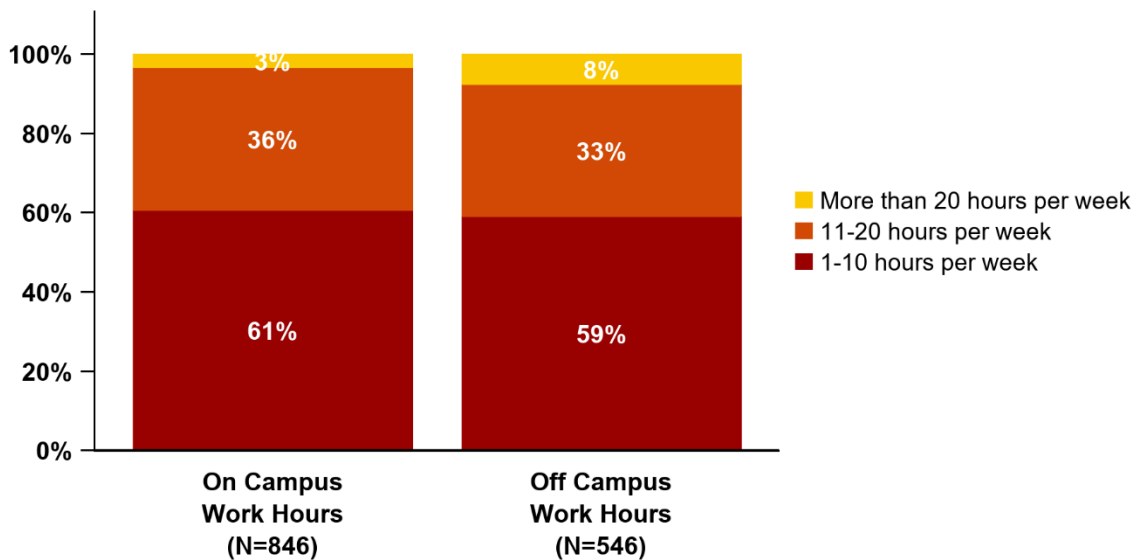
More than half of respondents reported that they would be employed during their first year of college (57%). Of those, half of respondents indicated they would be employed only on campus (53%) while just over a quarter said they would be employed only off campus (27%). About 20 percent indicated they would be employed both on and off campus (21%).

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



About 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 (61% of those working on campus, and 49% of those working off campus).

Figure 6 - On Campus vs Off Campus Work Hours (Among Employed Respondents)



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 (49.4%), while about 20 percent said they would work 11-20 hours at each of their on and off campus jobs (18.1%). Three 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.

Table 18 - Students Employed both On and Off Campus (N=237)

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	49.4%	4.6%	3.0%	57.0%
11-20 hours per week	16.5%	18.1%	2.1%	36.7%
More than 20 hours per week	0.4%	3.0%	3.0%	6.3%
Total	66.2%	25.7%	8.0%	100.0%

Half of respondents reported that \$10,000 or more of their first year educational expenses would come from *family resources* (49.7%). 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 (56.3%), one-third reported having \$3,000 or more in loans (33.3%), with one-in-ten saying they will have \$10,000 or more in loans (10.7%). Students themselves were least likely to be contributing to their college expenses, with 60 percent saying they themselves would be contributing nothing at all (27.0%) or less than \$1,000 (33.2%) 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 (8.0%). Finally, a notable number of students (64.7%) 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 (22.6%).

Table 19 - Sources of Education Funding

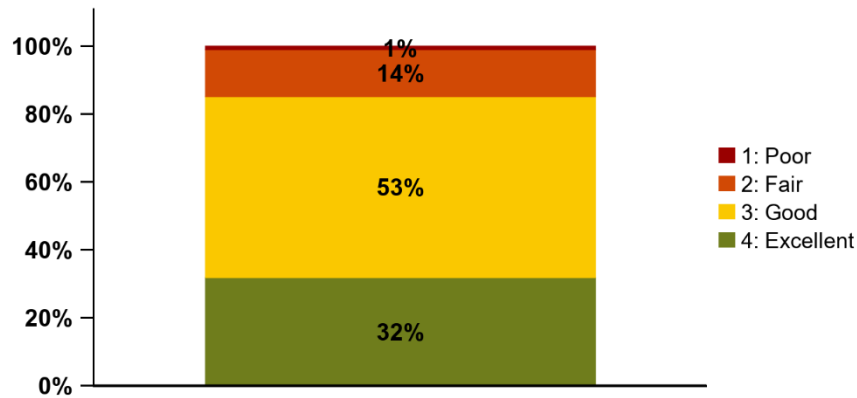
	None	Less than \$1,000	\$1,000-\$2,999	\$3,000-\$5,999	\$6,000-\$9,999	\$10,000 or more	N
Family resources (parents, relatives, spouse, etc.)	11.5%	8.6%	8.8%	9.3%	12.0%	49.7%	2,516
Aid that does not need to be repaid (grants, scholarships, military funding, etc.)	35.3%	7.3%	15.0%	11.6%	8.2%	22.6%	2,492
Aid that must be repaid (loans, etc.)	56.3%	3.1%	7.4%	17.1%	5.5%	10.7%	2,474
My own resources (savings from work, other income)	27.0%	33.2%	23.0%	8.8%	3.8%	4.2%	2,480
Other than above	95.1%	0.7%	1.2%	1.0%	0.2%	1.7%	962

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” (32%) or “good” (53%).

Figure 7 - Rating of the NC State Admissions Website (excluding those who responded “Never used”) (N=2,586)



Satisfaction with NC State Financial Aid Process (Table 20)

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” (23.1%) or “moderately satisfied” (57.8%) with the financial aid process.

Table 20 - Satisfaction with NC State Financial Aid Process (excluding those who responded “Not Applicable”)

	%	N
4: Very satisfied	23.1%	496
3: Moderately satisfied	57.8%	1,242
2: Moderately dissatisfied	14.7%	315
1: Very dissatisfied	4.5%	97
Total	100.0%	2,150

New Student Orientation (Tables 21-24)

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. When asked about their interactions with their college/department prior to attending their virtual New Student Orientation session, more than 85 percent of respondents said that they either “strongly agree” or “agree” that they were *provided opportunity to get answers to their academic questions* (86.7%), that the *information/advice they received prior to Orientation helped them to plan their fall schedule* (86.3%), and that they were *satisfied with the attention they received prior to Orientation* (85.2%),

Table 21 - 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	3.16	30.7%	56.0%	11.6%	1.8%	2,085
I am satisfied with the attention received from college/dept prior to orientation	3.14	31.4%	53.8%	12.6%	2.2%	2,140
Info/advice from college/dept prior to orientation helped me plan my schedule	3.14	30.8%	55.5%	11.1%	2.7%	2,149

When asked the same questions about their interaction with their college/department during Orientation, they were similarly satisfied, as about 90 percent also said they either “strongly agree” or “agree” that they were satisfied with the *time spent with their college/department to get answers to their academic questions* (91.9%), the *attention received from their college/department during Orientation* (91.7%), and that the *information/advice they received from their college/department helped them to confirm/adjust their fall schedule* (88.4%).

Table 22 - 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	3.30	39.7%	52.0%	6.9%	1.4%	2,182
Time spent with college/dept during orientation provided opportunity to get answers to my academic questions	3.29	38.1%	53.8%	6.9%	1.3%	2,160
Info/advice from college/dept during orientation helped me confirm or adjust my fall schedule	3.24	37.7%	50.7%	9.5%	2.1%	2,141

Close to 95% or more 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 *how to access on-campus resources that will promote my academic success* (49.5%), *on campus resources that will promote my personal wellness* (49.4%), and *expectations for being a member of the NC State community (Code of Student Conduct, etc.)* (47.3%).

Table 23 - 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
On campus resources that will promote my personal wellness	3.46	49.4%	47.9%	1.9%	0.8%	2,184
How to access on-campus resources that will promote my academic success	3.45	49.5%	47.3%	2.6%	0.7%	2,186
Expectations for being a member of the NC State community (Code of Student Conduct, etc.)	3.44	47.3%	49.6%	2.5%	0.6%	2,163
Various ways available to engage in the NC State community	3.43	46.6%	50.8%	2.2%	0.5%	2,185
How to access on-campus resources to assist in my personal wellness	3.43	46.5%	50.3%	2.4%	0.8%	2,167
Resources that will promote my engagement in the campus community	3.40	44.3%	51.7%	3.4%	0.6%	2,165
Behaviors that will promote my personal wellness	3.33	39.5%	55.1%	4.6%	0.8%	2,172
Important policies that may impact my academic success	3.32	37.7%	57.4%	3.8%	1.0%	2,162
How to support members of the NC State community	3.31	37.7%	56.1%	5.4%	0.8%	2,147

Most incoming students 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 80 percent of respondents saying they either “strongly agree” or “agree” to all four outcomes 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* (60.4%).

Table 24 - Result of Participation in New Student Orientation

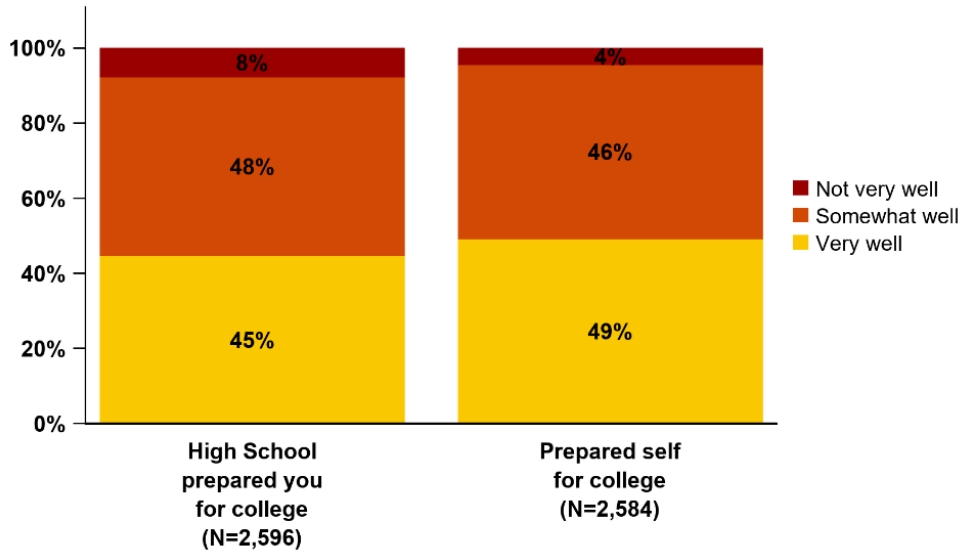
	Mean	4: Strongly agree	3: Agree	2: Disagree	1: Strongly disagree	N
I am excited to start my first semester at NC State	3.56	60.4%	35.9%	3.1%	0.6%	2,203
I am better prepared to start first semester at NC State	3.38	45.2%	48.7%	5.1%	1.0%	2,196
I felt my orientation small groups helped me to connect to other new students	3.24	41.9%	43.8%	10.8%	3.4%	2,198
I felt the time spent at orientation was a good use of my time	3.10	31.0%	51.8%	13.1%	4.1%	2,185

Demographic and Family Background Characteristics

College Preparation (Figure 8)

At least forty-five percent of respondents reported that they felt they were “very well” prepared for college by their high school (45%) and by their own efforts (49%). However, respondents were 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 (8% vs 4%).

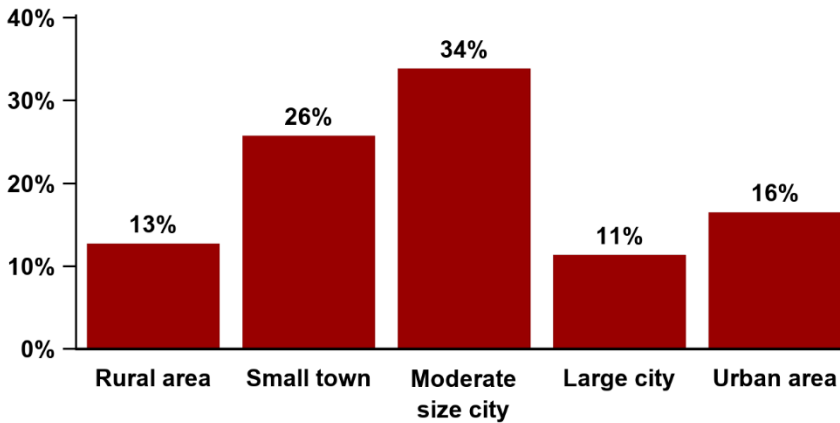
Figure 8 - College Preparation



Hometown Geographic Area (Figure 9)

Almost 40 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 over a quarter came from a “large city” (11%) or an “urban area” (16%).

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



First Generation College Students (Table 25)

Almost twenty percent of respondents are a first-generation college student, with 11 percent having no parent/guardian of theirs ever attending college (10.6%), and eight percent with a parent/guardian having attended college, but not earning a four-year degree (7.9%).

Table 25 - First Generation College Students

	%	N
First generation college student	10.6%	293
At least one parent some college/no degree	7.9%	220
Not first generation	81.5%	2,259
Total	100.0%	2,772

Parents'/Guardians' Income (Tables 26-28; 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 2022 pre-tax income, almost two-thirds respondents reported that their family's combined income was over \$100,000 (65.4%), with over 40 percent reporting it was over \$150,000 (42.0%), and 25 percent reporting it was over \$200,000 (25.5%). Thirteen percent of incoming students reported that their family income was \$50,000 or less (13.2%).

Table 26 - Parents'/Guardians' Combined Pre-Tax Income (excluding those who selected either "Don't know" or "Prefer not to respond")

	%	N
\$30,000 or less	6.5%	64
\$30,001-\$50,000	6.7%	66
\$50,001-\$75,000	8.2%	81
\$75,001-\$100,000	13.2%	130
\$100,001-\$150,000	23.4%	230
\$150,001-\$200,000	16.5%	162
More than \$200,000	25.5%	251
Total	100.0%	984

Students from lower income families were more likely to say they would be employed during their first year at NC State. Two-thirds of those coming from a family with a combined income of \$50,000 or less (66.4%) and those from a family with a combined income between \$50,001 and \$100,000 (67.5%) reported they will be working. In comparison, about half of those from a family with a combined income over \$200,000 planned on being employed (49.2%).

Table 27 - Student Employment Status for First Year at NC State, by Family Income

Parent's income [collapsed]	Student Employment		N
	Employed	Not employed	
\$50,000 or less	66.4%	33.6%	122
\$50,001-\$100,000	67.5%	32.5%	206
\$100,001-\$150,000	58.8%	41.2%	228
\$150,001-\$200,000	51.6%	48.4%	161
Over \$200,000	49.2%	50.8%	250
Total	57.9%	42.1%	967

While most students across all incomes reported using at least some of their own financial resources to cover their first-year educational costs (72.5%), students from lower income families were more likely do so. For example, about 60 percent of students from families making a combined income of \$200,000 or more reported that they would be investing some of their own resources into their first-year expenses (59.6%), while that statement applies to about three-quarters of students from families making less than \$50,000 (75.9%). Students from families making \$50,000 to \$100,000 were the most likely to report using at least some of their own resources to pay for school (82.2%).

Table 28 - Students Using Own Resources to Cover First Year Educational Costs by Family Income

Parent's income [collapsed]	My own resources (savings from work, other income) [collapsed]				N
	None	Less than \$1,000	\$1,000- \$5,999	\$6,000 or more	
\$50,000 or less	24.2%	44.5%	26.6%	4.7%	128
\$50,001-\$100,000	17.8%	32.7%	39.4%	10.1%	208
\$100,001-\$150,000	23.3%	34.1%	33.2%	9.4%	223
\$150,001-\$200,000	29.0%	36.1%	29.0%	5.8%	155
Over \$200,000	40.4%	32.7%	22.0%	4.9%	245
Total	27.5%	35.1%	30.1%	7.2%	959

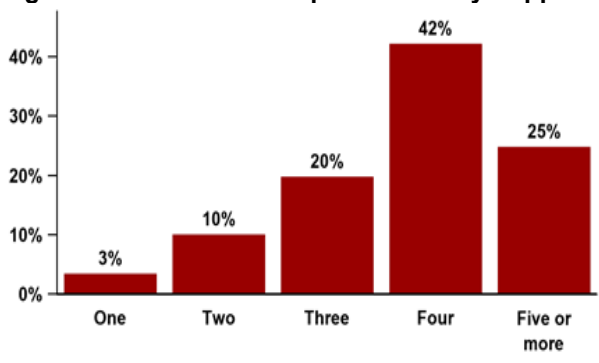
Students from lower income families were more likely to report using financial aid that requires repayment. For example, a majority of respondents from families making \$100,000 or less per year will use loans to help pay for their expenses, which is not the case for higher income categories. Students from families making \$50,001-\$100,000 were the most likely to report using a loan (64.9%), while students from families making over \$200,000 were the least likely to do so (21.3%).

Table 29 - Students Using Aid That Must be Repaid to Cover First Year Educational Costs by Family Income

Parent's income [collapsed]	Aid that must be repaid (loans, etc.) [collapsed]				N
	None	Less than \$1,000	\$1,000- \$5,999	\$6,000 or more	
\$50,000 or less	46.5%	7.1%	33.9%	12.6%	127
\$50,001-\$100,000	35.1%	2.9%	38.5%	23.6%	208
\$100,001-\$150,000	52.0%	2.7%	26.0%	19.3%	223
\$150,001-\$200,000	58.2%	2.5%	23.4%	15.8%	158
Over \$200,000	78.7%	0.8%	12.3%	8.2%	244
Total	55.4%	2.8%	25.8%	15.9%	960

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 (67%). Three percent reported only one person in their household was financially supported by their parents.

Figure 10: Number of People Financially Supported by Parents/Guardians (N=1,951)



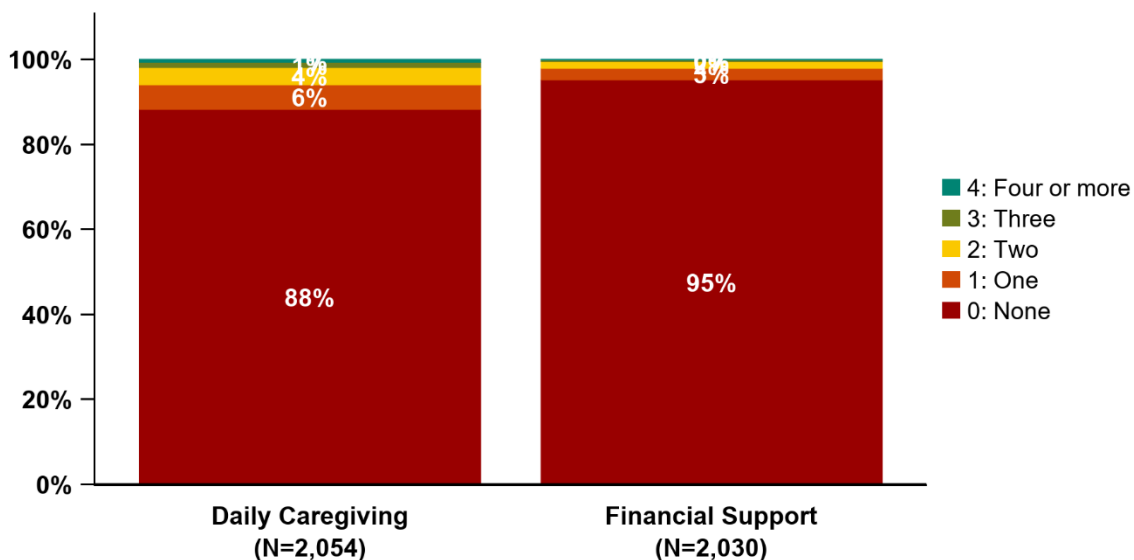
When asked about their parents’/guardians’ dependents enrolled in college, a little less than two-thirds said they were the only dependent in their household currently enrolled (64.1%).

Table 30 - Parents’/Guardians’ Dependents Enrolled in College

	%	N
Only myself	64.1%	1,255
Two	31.3%	612
Three or more	4.6%	90
Total	100.0%	1,957

While the majority of respondents do not provide day-to-day caregiving to someone, about one-in-ten first-year students report providing day-to-day caregiving for someone (children, elders, other) (12%). Only 5 percent report that they provide the majority of financial support for someone (children, elders).

Figure 11 - Number of People Depending on Student for Daily Caregiving and Financial Support



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 31)

Table 31 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 (24.8%), social life (24.1%), and learning (14.8%).

Table 31: What Students are Excited About (N category codes = 1,397*)

	N	%
Adapting to NC State	752	24.8%
Social Life	733	24.1%
Learning	451	14.8%
Campus Life	302	9.9%
Independence	263	8.7%
Intellectual Environment	137	4.5%
Opportunities	126	4.1%
Career Planning	73	2.4%
Other	201	6.7%

*Some student responses were included in more than one category. "N category codes = 1,397" 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:

- *"I am excited to get to immerse myself in such a unique culture and get to learn about so many new things that I haven't previously been able to."*
- *"I am so excited to finally become a member of the Wolfpack - I can't wait to stand in the student section in sporting events, and I am especially excited for all of the classes and experiences I will be able to have such as undergraduate research and many different clubs I can be a part of while I am a student at NC State."*
- *"I'm excited to start a new chapter and begin a new experience in life. The community at NC seems so inclusive and I'm excited to share in the wolf pack spirit."*

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:

- *"I'm most excited about meeting new people."*
- *"I'm excited to meet new people and to get to know people I might be able to know for the rest of my life. I'm also hopeful to play club soccer and get more involved in the school."*
- *"I'm most excited to meet new people and put myself out there for new experiences."*

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:

- *“I am excited about all of the wonderful academic opportunities that NC State provides. I am looking forward to learning a lot and finding my place at NC State.”*
- *“Classes where I can study my actual interests.”*
- *“I am most excited about the classes; meeting my professors; and gaining more knowledge about the major I intend to complete. Ultimately, I am determined to focus so that I may obtain my dream of studying in medical school.”*

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 32)

Table 32 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 (13.5%), adapting to NC State (13.0%), learning (11.7%), and social life (11.4%).

Table 32: What Students are Concerned About (N category codes = 1,310 *)

	N	%
Academic Performance	373	13.5%
Adapting to NC State	358	13.0%
Learning	322	11.7%
Social Life	313	11.4%
Independence	256	9.3%
Time Management	209	7.6%
Technology	178	6.5%
Transportation	177	6.4%
Health	134	4.9%
Housing	88	3.2%
Campus Life	73	2.6%
Intellectual Environment	59	2.1%
Safety	47	1.7%
Finances	37	1.3%
Registration	32	1.2%
Other	131	4.6%

*Some student responses were included in more than one category. “N category codes = 1,310” represents the total number of codes assigned to all student responses to this open-ended question.

Academic Performance

Students 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 nervous about keeping up with classes. I’m concerned that I may feel too overwhelmed with all of these new classes at a new level of difficulty.”*
- *“I am most concerned about creating a schedule. I want to be able to balance both my social and academic obligations. I am also concerned about keeping up with my course load.”*
- *“I am nervous about becoming overwhelmed and failing.”*

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 mention 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 am most nervous about living away from home. I am really close with my family, and I know that living in Raleigh will be a huge adjustment.”*
- *“I’m mostly nervous about meeting new people and having to live with people I have never met without the opportunity of privacy to relax/decompress.”*
- *“I am definitely nervous to be living on my own, since my whole life I have lived with my parents. I will take time to adapt to this new environment I will be living in.”*

Learning

While students express excitement about learning new material, students also express concern with the level of difficulty and the academic rigor at NC State. Examples of concern about learning include:

- *“I am nervous about balancing coursework and my social life.”*
- *“I’m really nervous about the different type of learning I’ll have to do in college, since teachers won’t be there to help due to large class sizes.”*
- *“I am scared of how hard the classes will be and adapting to not having my family around and being in a new area.”*

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’m mainly nervous about making friends, and putting myself out there, I feel I’m pretty shy unfortunately.”*
- *“Struggling to make friends. Since I am from a very rural area, I am worried that I won’t be able to connect with people.”*
- *“scared of not meeting new people.”*

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 2023 Incoming First-Year Student Survey, contact:
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