



Eighth Annual National Research Study

2013 National Freshman Attitudes Report

Exploring college readiness among entering freshmen

How prepared are today's entering undergraduates for the challenges that lie ahead of them?

This annual report goes beyond the usual metrics of standardized test scores and high school transcripts to explore a wide range of non-cognitive attitudes that influence college readiness, such as students' levels of self-discipline and confidence in their abilities. The report is **based on student survey responses** drawn from a sizable national sample of entering undergraduates in 2012.

Among the highlights:

- Nearly 30 percent of incoming freshmen nationally in 2012 reported they “usually get bored and quit after a few minutes” when they try to study;
- Only 59 percent of incoming freshmen reported that they have developed a solid system of self-discipline for keeping up with schoolwork;
- Nearly 60 percent of incoming freshmen expressed openness to receiving help with improving their study habits;
- Fully 45 percent of today's incoming freshmen nationally agreed with the statement, “Math has always been a challenge for me”;
- Only 42 percent of incoming, first-generation freshmen indicated, “I have a very good grasp of the scientific ideas I've studied in school”;
- Nearly half (49 percent) of incoming freshmen indicated being receptive to help with improving their math skills;
- Nearly one-quarter (23 percent) of incoming male freshmen wondered if a college education “is really worth all the time, money, and effort”;
- Three-quarters (75 percent) of incoming freshmen ages 25 and older reported being settled on their career direction vs. fewer than two-thirds (64 percent) of traditional-age freshmen; and
- Almost 40 percent of incoming, first-generation freshmen indicated they had “very distracting and troublesome” financial problems—a proportion that has generally held steady over the last six years.

What are the implications for student success and college completion?

For a brief discussion of the student perspectives in this report and their implications for student retention and college completion initiatives, please see pages 9-11 (Appendix A).

This study explores non-cognitive freshman attitudes that may pose barriers or opportunities as students transition to college.



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Findings color key

4-year private institutions

4-year public institutions

2-year public and private institutions

View more student attitudes online

www.noellevitz.com/FreshmanReport

- 2012 Attitudes and Needs of Freshmen at Mid-Year
- 2008-2012 National Freshman Attitudes Reports
- 2012 Addendum by Race/Ethnicity

www.noellevitz.com/SecondYearAttitudes

- Attitudes of Second-Year College Students: 2011 Pilot Study
- Addendum: Transfer Students

Don't miss the additional findings in the Appendix on pages 12-18, including breakdowns for private and public, four-year vs. two-year institutions.

The source of data

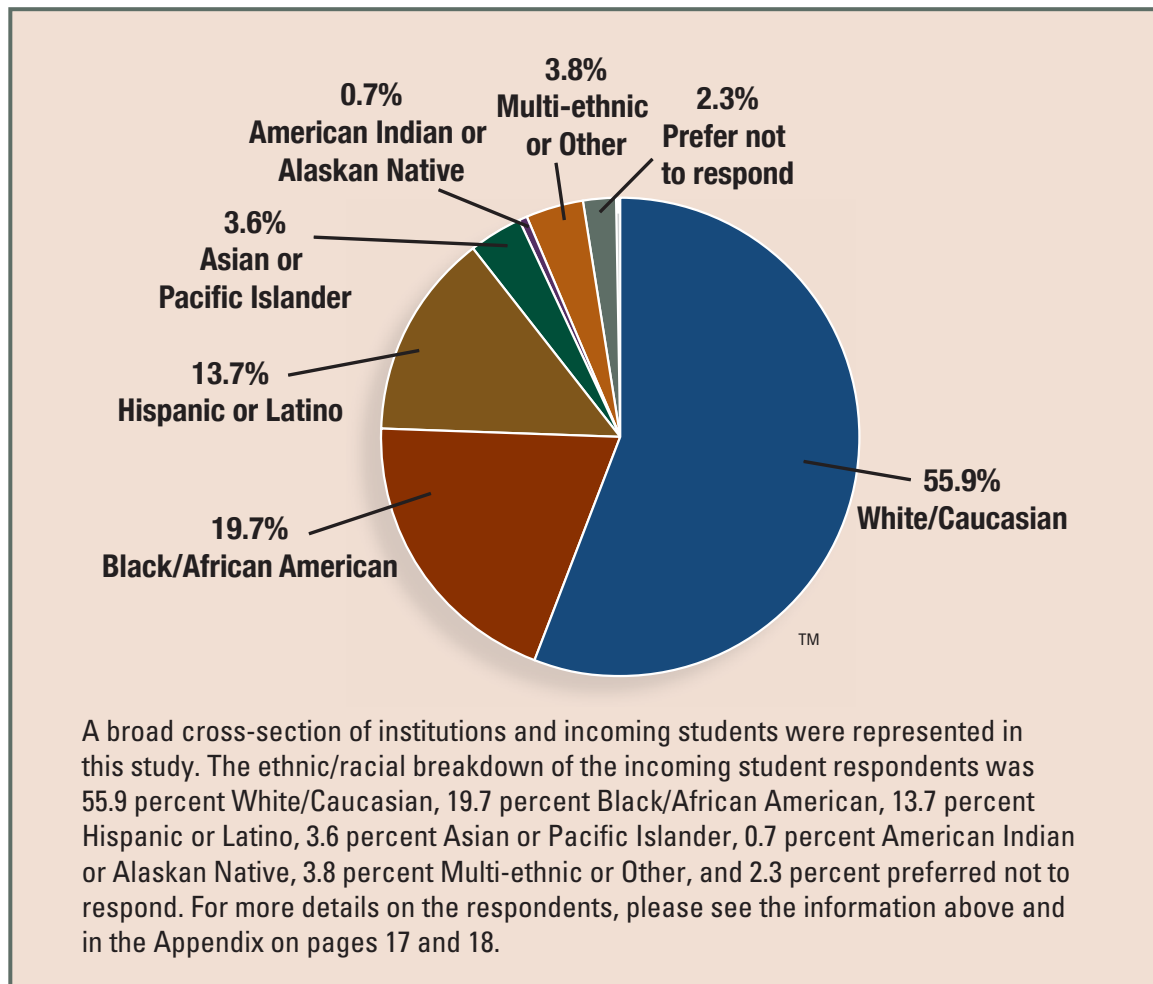
The freshman data in this report were collected by a student survey administered to 103,756 incoming, first-year college students at 306 colleges and universities nationwide in 2012. The 100-item attitudinal survey examined a broad range of motivational perspectives that students brought with them to their collegiate learning experience. Students completed the survey online or used a traditional paper-and-pencil format.

The 103,756 incoming student respondents were enrolled at a broad cross-section of institutions, with 41.2 percent of the respondents coming from four-year private institutions, 30.0 percent from four-year public institutions, and 28.7 percent from two-year institutions.

Consistent with national enrollment trends, a slight majority of the respondents (55.2 percent) were female. The average age of the respondents was 20.4 years.

The 100-item survey instrument was the College Student Inventory™ Form B (CSI-B), part of the Retention Management System *Plus*™ from Noel-Levitz. This early-alert, motivational assessment identifies self-reported attitudes that may pose barriers and opportunities for students as they transition to college. For more information on Noel-Levitz motivational assessments, please see page 20.

To provide context, references to findings from earlier freshman attitudes research conducted by Noel-Levitz are included in this report. Please refer to the series of National Freshman Attitudes Reports available at www.noellelitz.com/FreshmanReport.



Fewer than half of today’s incoming freshmen express strong confidence in their science skills; many also express doubt in their math skills

As Table 1 shows in **blue** below, fewer than half of entering undergraduates in 2012 indicated they had a “very good” grasp of science. In addition, the table shows that 45 to 46 percent of incoming freshmen expressed concerns about their math skills. Notice the differences between first-generation and non-first-generation students.

Table 1: Academic confidence levels of incoming freshmen: First-generation students, non-first-generation, and overall (Proportions of students in agreement with each statement)

Academic confidence of entering freshmen	First-generation freshmen	Non-first-generation freshmen	Difference	OVERALL national percentages
I have a very good grasp of the scientific ideas I’ve studied in school.	41.7%	49.5%	7.8%	47.1%
I have a very good understanding of general biology (e.g., cell structure, metabolism, genetics, and the circulatory system).	35.4%	40.4%	5.0%	38.8%
I have a hard time understanding and solving complex math problems.	49.0%	44.0%	5.0%	45.5%
Math has always been a challenge for me.	49.2%	43.1%	6.1%	45.0%

TM

Compared to non-first-generation freshmen, incoming first-generation freshmen in 2012 were less likely to express confidence in their science skills and more likely to express concerns about their math skills. For additional measures of academic confidence, please see the Appendix, page 13.

Over 40 percent of incoming freshmen report that they lack self-discipline

Table 2 below shows that 41 percent of incoming freshmen overall (the inverse of the highlighted **59 percent**) were unable to affirm the statement, “I have developed a solid system of self-discipline which helps me keep up with my schoolwork.” In addition, the table shows nearly 30 percent of incoming freshmen reported that they quickly abandon their studies.

Table 2: Study habits of incoming freshmen: First-generation students, non-first-generation, males, and females (Proportions of students in agreement with each statement)

Study habits of entering freshmen	First-generation freshmen	Non-first-generation freshmen	Male freshmen	Female freshmen	OVERALL national percentages
I have developed a solid system of self-discipline, which helps me keep up with my schoolwork.	60.0%	58.7%	54.3%	62.8%	59.0%
When I try to study, I usually get bored and quit after a few minutes.	29.3%	27.4%	28.8%	27.3%	28.0%

TM

Compared to female freshmen, incoming male freshmen were less likely to report that they were academically self-disciplined and more likely to report that they quickly “get bored and quit” when they try to study. For additional measures of study habits, please see the Appendix, page 13.

Highlights from the findings

Colleges and universities whose students participated in this study also received institution- and student-specific findings. For details, see page 20.

Over 90 percent of incoming freshmen bring a strong desire to finish a degree

As highlighted in Table 3 below, the great majority of freshmen—**91 percent**—reported being “deeply committed” to their educational goals to the point of making sacrifices to succeed. However, Table 3 also shows a substantial portion of freshmen, ranging up to 23 percent of male freshmen, brought doubts about the value of their college experience.

Table 3: College completion desires of incoming freshmen: First-generation students, non-first-generation, males, and females (Proportions of students in agreement with each statement)

Desire of entering freshmen to finish college	First-generation freshmen	Non-first-generation freshmen	Male freshmen	Female freshmen	OVERALL national percentages
I am deeply committed to my educational goals, and I’m fully prepared to make the effort and sacrifices that will be needed to attain them.	91.8%	90.8%	88.2%	93.4%	91.1%
Of all the things I could be doing at this point in my life, going to college is definitely the most satisfying.	87.8%	84.9%	81.7%	89.1%	85.8%
I often wonder if a college education is really worth all the time, money, and effort that I spend on it.	21.0%	18.2%	23.1%	15.8%	19.1%

TM

Although most incoming freshmen expressed a strong desire to complete their studies, nearly one-quarter of incoming male freshmen wondered if a college education “is really worth all the time, money, and effort I spend on it.”

Nearly 60 percent of incoming freshmen express openness to receiving help with improving their study habits

Table 4’s highlight shows that **59 percent** of incoming freshmen in 2012 reported being receptive to help with improving their study habits. In addition, 49 percent of incoming freshmen indicated being receptive to help with improving their math skills and 46 percent indicated they were receptive to help with improving their writing skills.

Table 4: Receptivity to assistance of incoming freshmen: First-generation students, non-first-generation, males, and females (Proportions of students in agreement with each statement)

Receptivity to assistance of entering freshmen	First-generation freshmen	Non-first-generation freshmen	Male freshmen	Female freshmen	OVERALL national percentages
I would like to receive some help with improving my study habits.	64.9%	56.8%	56.8%	61.3%	59.3%
I would like to receive some individual help in improving my math skills.	55.7%	45.4%	44.0%	52.4%	48.7%
I would like to receive some individual help in improving my writing skills.	52.6%	42.9%	44.5%	47.2%	46.0%

TM

When compared to incoming male students and incoming non-first-generation students, more first-generation freshmen and female freshmen appear to be open to receiving help from their college or university with improving their study habits and with improving their math and writing skills.

More than three-quarters of incoming adult freshmen have made a firm decision on a career path

As Table 5 highlights below, more than three-quarters of incoming freshmen age 25 and older in 2012, **75 percent**, reported being settled on their career direction vs. just 64 percent of traditional-age freshmen. Table 5 also shows that nearly 20 percent of freshmen overall reported being “very confused about what occupation to pursue.”

Table 5: Career closure among incoming adult freshmen ages 25 and up vs. incoming traditional-age freshmen (Proportions of students in agreement with each statement)

Career closure of entering freshmen by age groupings	Freshmen age 25 and older	Traditional-age freshmen	Difference	OVERALL national percentages
I have made a firm decision to enter a certain occupation and have begun planning my life around that decision.	75.3%	63.5%	11.8%	64.9%
I am very confused about what occupation to pursue.	14.8%	20.4%	5.6%	19.8%

TM

Not surprisingly, compared to incoming traditional-age freshmen, freshmen age 25 and older were more likely to have chosen a career direction and less likely to be confused about what occupation to pursue.

Incoming Asian freshmen bring greater confidence in their science skills but less confidence in their writing skills

Compared to the low, overall national rate of 47 percent shown earlier on Table 1 on page 4, Table 6 below shows that a slightly higher percentage, **53 percent**, of incoming Asian freshmen in 2012 reported having a “very good” grasp of “the scientific ideas I studied in school”—a proportion that was higher than the proportions of freshmen of other racial/ethnic backgrounds for this metric. In addition, Table 6 shows that fewer Asian freshmen reported being confident in their ability to write a “very clear and well-organized” paper when compared with students of other backgrounds.

Table 6: Academic confidence levels of incoming freshmen by race/ethnicity (Proportions of students in agreement with each statement)

Academic confidence of entering freshmen by race/ethnicity	Asian	Hispanic or Latino	American Indian or Alaskan Native	Black/ African-American	White/ Caucasian
I have a very good grasp of the scientific ideas I’ve studied in school.	52.6%	42.6%	42.5%	43.5%	48.8%
I am capable of writing a very clear and well-organized paper.	51.0%	55.3%	58.1%	62.5%	63.1%

TM

Overall, the relatively low science confidence shown above across racial/ethnic groups echoes the science finding reported earlier in Table 1 on page 4. This table also shows slightly higher, but still concerningly low, proportions of freshmen were confident in their ability to write a “very clear and well-organized paper.”

For more differences in academic confidence levels by race/ethnicity, please see our 2012 Addendum by Race/Ethnicity, available at www.noellelitz.com/FreshmanReport.

Three-quarters of incoming freshmen expect to work at a job while enrolled

As **highlighted** in Table 7 below, the overall proportions of incoming freshmen nationally who expect to work at a job while enrolled in classes have generally held steady from 2007 to 2012, with three-quarters of freshmen expecting to work at a job while enrolled. Notice the striking differences between first-generation and non-first-generation freshmen in this area.

However, between 2010 and 2012, a new upward trend appears to be emerging among freshmen at two-year institutions who expect to work more than 20 hours per week. Also, a new downward trend appears to be emerging between 2010 and 2012 among freshmen at four-year private institutions who expect to work more than 20 hours per week.

Table 7: Proportions of entering freshmen expecting to work at a job while enrolled in classes; five-year trend from 2007-2012

Incoming year	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
Expect to work more than 20 hours per week						
2012	16.9%	17.7%	45.8%	35.8%	21.0%	25.5%
2011	20.0%	15.5%	43.2%	33.2%	19.7%	23.9%
2010	25.1%	15.6%	41.9%	35.1%	21.7%	25.7%
2009	26.4%	14.8%	42.8%	36.6%	22.3%	26.5%
2008	25.9%	17.4%	46.0%	37.1%	22.8%	26.9%
2007	23.1%	17.0%	43.6%	34.4%	21.1%	24.9%
Expect to work 20 hours per week or fewer: (not counting zero—see last section below)						
2012	58.2%	55.9%	37.2%	46.1%	53.9%	51.5%
2011	56.3%	57.0%	39.2%	48.1%	54.7%	52.7%
2010	52.1%	53.6%	38.8%	45.0%	51.6%	49.7%
2009	52.9%	54.1%	38.5%	44.5%	51.8%	49.7%
2008	52.6%	54.5%	38.8%	45.7%	52.5%	50.3%
2007	54.8%	54.7%	38.8%	47.8%	53.0%	51.5%
Expect to work zero hours per week (no plans to work)						
2012	24.7%	26.3%	16.9%	17.9%	25.1%	22.9%
2011	23.6%	27.5%	17.5%	18.7%	25.6%	23.5%
2010	22.8%	30.9%	19.3%	19.9%	26.6%	24.6%
2009	20.7%	30.9%	18.7%	18.9%	25.9%	23.8%
2008	21.4%	27.5%	15.2%	16.8%	24.6%	22.4%
2007	22.1%	28.2%	17.7%	17.7%	25.9%	23.5%

In 2012, more than one-third of incoming first-generation freshmen (36 percent) expected to work at a job more than 20 hours per week while they were enrolled in classes vs. just one-fifth (21 percent) of non-first-generation freshmen. This difference has generally held steady over the last six years.

Nearly half of incoming freshmen say they lack financial resources to finish

As **highlighted** in Table 8 below, the proportions of incoming freshmen nationally who reported “I have the financial resources that I need to finish college” has generally held steady from 2007 through 2012, with fewer than half able to affirm this statement. Again, notice the striking differences between first-generation and non-first-generation freshmen.

Table 8: Proportions of entering freshmen that agreed with the statement, “I have the financial resources that I need to finish college”; five-year trend from 2007-2012

Incoming year	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
I have the financial resources that I need to finish college						
2012	47.5%	46.4%	44.2%	38.2%	49.9%	46.2%
2011	46.4%	44.6%	42.6%	36.9%	48.6%	45.0%
2010	46.3%	46.7%	45.5%	39.0%	49.5%	46.3%
2009	45.0%	47.2%	44.1%	38.7%	48.5%	45.5%
2008	46.4%	47.9%	43.8%	38.5%	49.9%	46.4%
2007	47.3%	48.9%	44.7%	39.3%	50.8%	47.4%

TM

A sobering finding: Over the past six years, the majority of incoming freshmen, across all the groups examined, have been unable to affirm the statement, “I have the financial resources that I need to finish college.”

Nearly one-third of incoming freshmen report having serious financial problems

Table 9’s **highlights** below show that the proportions of incoming freshmen nationally who reported “I have financial problems that are very distracting and troublesome” have generally held steady from 2007 through 2012, with nearly one-third of students agreeing with this statement. Again, notice the striking differences between first-generation and non-first-generation freshmen.

Table 9: Proportions of entering freshmen that agreed with the statement, “I have financial problems that are very distracting and troublesome”; five-year trend from 2007-2012

Incoming year	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
I have financial problems that are very distracting and troublesome						
2012	27.8%	29.3%	32.4%	38.5%	25.5%	29.6%
2011	29.9%	29.7%	33.5%	40.2%	26.5%	30.7%
2010	31.3%	27.7%	34.0%	40.2%	26.6%	30.7%
2009	31.6%	26.5%	35.6%	40.2%	26.9%	30.8%
2008	29.2%	26.3%	35.0%	38.3%	25.5%	29.3%
2007	27.9%	26.1%	35.5%	38.2%	24.9%	28.7%

TM

Over the last six years, approximately 40 percent of incoming, first-generation freshmen vs. approximately 25 percent of incoming, non-first-generation freshmen have reported having serious financial difficulties.

Appendix A: Reflections and actions to consider

By highlighting non-cognitive attitudes of incoming freshmen, this report has identified real issues that influence college readiness among today's undergraduates. How might you use this information to focus your initiatives for student success and retention? The following are some suggestions and comments from Noel-Levitz on how institutions of higher learning may want to approach today's entering college freshmen differently in light of the data. For further information or discussion, consider arranging a complimentary telephone consultation with one of our retention consultants.

1. Collect and use non-cognitive data to help guide institutional planning. Recent articles in the *Chronicle of Higher Education* indicate that the momentum is building in academia to move beyond the traditional metrics of SAT scores and high school GPAs to more adequately understand college readiness. This shift toward using more holistic data affects planning in many areas, including admissions,¹ student success, college completion,² and strategic enrollment planning. Further, in our work with two-year and four-year campuses throughout North America, we have seen that having and using³ these data supports the early identification of at-risk students and improves mid-year indicators of student progress such as credit hour completion rates, fall-to-spring persistence, and rates of academic probation.

2. Consider using a wide range of non-cognitive data. Researchers have found there are multiple, pre-entry student attributes that influence students' successful transitions to college. Specifically, many studies indicate that constructs such as self-management, self-efficacy, motivation, and academic and social support are significant in student learning and success (Drew, 2001; Haggis and Pouget, 2002; Muratori et. al., 2003, Ramos-Sanchez and Nichols, 2007; Robbins, et. al.,

2004).⁴ In addition, Tinto (1993) concluded that "Successful college integration is affected by...attributes such as family support, existing skills, and prior education, which, over time interact with individual intentions and goals, as well as institutional, academic, and social experiences."⁵ Further, McDonald and Farrell discuss the "hardiness of character" that enables students to deal effectively with challenging situations.⁶

3. After "flagging" important problems, develop customized strategies to address them. On an aggregate level, this report has highlighted a number of non-cognitive differences between student populations such as first-generation students vs. non-first-generation students and adult students vs. traditional-age students. These differences point to the importance of customizing interventions to the needs of specific student groups. For example, given the growing presence of adult learners on today's campuses, specific adult services should be designed to address their unique integration challenges and preferences. Innovative student support and learning strategies may include offering services at more flexible times and locations, individualized mentoring programs, and prior learning assessment.⁷

¹ Hoover, E. (2013). Colleges seek 'noncognitive' gauges of applicants. Washington, DC: *The Chronicle of Higher Education*, January 14, 2013.

² Gonzalez, J. (2012). Better gauges of college readiness may be key to improving graduation rates. Washington, DC: *The Chronicle of Higher Education*, July 31, 2012.

³ Educators whose institutions did not participate in this research study are welcome to administer the instrument used in the study to supplement their existing data (see page 20 for details).

⁴ McDonald, D., and Farrell, T. (2012). Out of the mouths of babes: Early college high school students' transformational learning experiences. *Journal of Advanced Academics*, 23(3).

⁵ Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago, IL: The University of Chicago Press.

⁶ McDonald, D., and Farrell, T. (2012). Out of the mouths of babes: Early college high school students' transformational learning experiences. *Journal of Advanced Academics*, 23(3).

⁷ Ross-Gordon, J.M. (2011). Research on adult learners: Supporting the needs of a student population that is no longer nontraditional. *AACU, PeerReview*, 13(1).

In addition to the special populations highlighted in this report, consider reviewing students' attitudes, receptivity, persistence, and course success by major, residence hall, and first-year experience (FYE) course section to avoid using a "one size fits all" approach. Doing so will allow you to customize campus resources to fit the needs of the students in each group,⁸ whether this means fine-tuning the content of a particular FYE course section, focusing the programming for a particular residence hall or for a particular learning community, or determining how to intervene with a particular major.

4. Use non-cognitive data to focus interventions with individual students. On an individual-student level, non-cognitive data can guide academic coaching, helping advisors, first-year experience instructors, or other student success professionals to enhance communication and relationship-building with individual students. For example, if nearly half of your institution's next incoming class lacks confidence in their math abilities, and if the majority of those students are receptive to assistance in improving their math skills, be sure to provide individual guidance, math support, and resources to the receptive students very early in the first term. In addition, for the less-receptive students who are "harder to reach," consider establishing a more structured setting for receiving services, such as required peer mentoring or mandatory academic support built into the student's course schedule.

5. Track students' progress, evaluate your interventions, and set goals accordingly. Tracking and evaluation can help you to justify your services, while encouraging and guiding students toward the attainment of their academic degree. For instance, some institutions are using state-of-the-art student tracking systems to focus on attaining critical college completion subgoals. As an example, you might consider setting goals for math course completion and math course success, since course completion and course success are leading indicators of progress toward completing a college degree. (For the latest college completion progress benchmarks and an analysis of institutional indicators of student retention, including suggestions for goal-setting, please see our January 2013 report.⁹)

6. Help students see the connections between "boring" coursework and career possibilities. Behind students' lack of self-discipline and willingness to abandon their studies are undoubtedly a multitude of contributing factors. Of course, some of these factors will be easier to influence than others. Highlighting connections between students' coursework and career possibilities helps students understand why they are taking a class and fosters engagement. In light of the strong career orientation of this generation, past practices of depending on *only* the career office or the advising function to highlight these career connections will likely be insufficient without classroom support as well.

⁸ Still more groups to consider are the needs of students participating in online programs, blended learning programs, and dual-credit programs in partnership with high schools, as these students often bring unique learning needs to their studies.

⁹ Noel-Levitz. (2013). *2013 student retention indicators benchmark report for four-year and two-year institutions*. Coralville, IA: Author. Retrieved from www.noellelevitz.com/BenchmarkReports

7. Work to address students' concerns about financing their education. Given the tight economic times, students' need for financial guidance continues to be a priority on many campuses. Noel-Levitz consultant Lew Sanborne recently identified several priorities for making sure students have the economic resources they need to stay enrolled:¹⁰

- Make sure all students have filed their FAFSA so they can be packaged for financial aid;
- Encourage students to seek and apply for scholarships; and
- Have students settle financial accounts with the college/university, including tuition, parking fines, library fines, etc. This avoids financial holds that can deter registration.

At a more systematic level, many institutions have: implemented early-warning systems to flag students who are financially stressed for extra attention and contacts; re-examined their payment systems and systems of financial probation to ease re-entry; conducted in-depth research to isolate the most predictive financial stressors across multiple variables; and developed campus and near-campus employment opportunities to keep students with jobs engaged with the institution as much as possible.

Questions?

Want to discuss your strategies for improving college readiness and increasing student success and college completion?

Please contact Noel-Levitz to schedule a complimentary telephone appointment with a consultant. Call 1-800-876-1117 or e-mail ContactUs@noellevitz.com.

Related references

Readers may also wish to explore the findings from other surveys of the first-year experience such as Your First College Year and the CIRP Freshman Survey. These findings, when combined with the findings of the National Freshman Attitudes Report, can offer a more complete picture of the first-year experience. Noel-Levitz also offers a blog of consultant insights on recent research and practice on student success, student retention, and enrollment management, available at <http://blog.noellevitz.com>.

¹⁰ Panfil, J. (2012). Strategies for strengthening second-year student retention during the summer months. Noel-Levitz Blog, April 24, 2012. Retrieved from: <http://blog.noellevitz.com/2012/04/24/strategies-strengthening-second-year-student-retention-summer-months/>

Appendix B: Additional findings and data from incoming college freshmen in fall 2012

Listed in this section is a detailed breakdown of the 100 items that were captured from the 103,756 incoming college students nationally at the beginning of the 2012-2013 academic year, broken down by various institution types and by first-generation/non-first-generation. Figures in **bold** indicate greater contrasts between first-generation vs. non-first-generation students, though virtually all differences are statistically significant. For a detailed explanation of the statistical processes used to produce these data, please see page 14. For a demographic breakdown of the respondents, see pages 17-18.

Percent of freshmen in agreement (Fall 2012)

All survey items	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
Desire to finish college						
I have a very strong desire to continue my education, and I am quite determined to finish a degree.	96.1%	95.6%	93.6%	95.2%	95.3%	95.2%
I am very strongly dedicated to finishing college—no matter what obstacles get in my way.	96.0%	95.4%	93.8%	95.3%	95.2%	95.2%
I am deeply committed to my educational goals, and I'm fully prepared to make the effort and sacrifices that will be needed to attain them.	91.9%	91.3%	89.9%	91.8%	90.8%	91.1%
Of all the things I could do at this point in my life, going to college is definitely the most satisfying.	86.4%	87.0%	83.6%	87.8%	84.9%	85.8%
I often wonder if a college education is really worth all the time, money, and effort that I'm being asked to spend on it.	18.9%	19.3%	19.1%	21.0%	18.2%	19.1%
I can think of many things I would rather do than go to college.	10.0%	10.0%	13.0%	10.7%	10.9%	10.9%
I wish that society did not put so much pressure on people to go to college, as I'd really rather be doing other things at this point in my life.	10.3%	10.6%	12.6%	11.5%	10.8%	11.0%
I dread the thought of going to school for several more years, and there is a part of me that would like to give up the whole thing.	7.9%	9.1%	11.6%	10.5%	8.8%	9.3%
Attitude toward educators						
The teachers I had in school respected me as a person and treated me fairly.	84.0%	83.4%	77.9%	81.7%	82.3%	82.1%
Most of my teachers have been very caring and dedicated.	82.8%	78.1%	79.5%	80.8%	80.4%	80.4%
I liked my teachers, and I feel they did a good job.	78.6%	75.2%	73.8%	75.9%	76.5%	76.2%
Most teachers have a superior attitude that I find very annoying.	14.4%	18.6%	15.2%	15.4%	16.1%	15.9%
Most of the teachers I had in school were too opinionated and inflexible.	14.4%	15.2%	18.6%	17.7%	15.0%	15.9%
In my opinion, many teachers are more concerned about themselves than they are about their students.	12.4%	16.6%	13.5%	14.0%	13.9%	13.9%

Percent of freshmen in agreement (Fall 2012)

All survey items	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
Intellectual interests						
Over the years, books have broadened my horizons and stimulated my imagination.	58.8%	53.4%	50.3%	51.3%	56.3%	54.8%
I get a great deal of personal satisfaction from reading.	47.7%	44.1%	47.6%	47.1%	46.5%	46.6%
I don't enjoy reading serious books and articles, and I only do it when I have to.	44.0%	47.5%	42.2%	45.0%	44.3%	44.5%
Books have never gotten me very excited.	37.4%	40.6%	42.2%	41.0%	39.2%	39.7%
Study habits						
I take very careful notes during class, and I review them thoroughly before a test.	63.5%	64.7%	66.2%	67.6%	63.4%	64.6%
I study very hard for all my courses, even those I don't like.	60.8%	58.0%	63.3%	64.7%	59.0%	60.7%
I have developed a solid system of self-discipline, which helps me keep up with my schoolwork.	60.5%	59.1%	56.8%	60.0%	58.7%	59.0%
My studying is very irregular and unpredictable.	31.3%	33.6%	32.9%	33.1%	32.1%	32.4%
When I try to study, I usually get bored and quit after a few minutes.	25.8%	30.1%	28.9%	29.3%	27.4%	28.0%
I have great difficulty concentrating on schoolwork, and I often get behind.	18.5%	20.4%	26.6%	23.7%	20.3%	21.4%
Math and science confidence						
I have a very good grasp of the scientific ideas I've studied in school.	51.5%	47.7%	40.1%	41.7%	49.5%	47.1%
I have a hard time understanding and solving complex math problems.	41.8%	44.4%	52.0%	49.0%	44.0%	45.5%
Math has always been a challenge for me.	39.5%	42.8%	55.0%	49.2%	43.1%	45.0%
I have always enjoyed the challenge of trying to solve complex math problems.	38.2%	35.4%	34.0%	36.8%	35.8%	36.1%
I have a very good understanding of general biology (e.g., cell structure, metabolism, genetics, and the circulatory system).	40.6%	39.6%	35.5%	35.4%	40.4%	38.8%
My understanding of the physical sciences is very weak.	23.9%	24.6%	29.2%	29.8%	23.8%	25.7%
Verbal confidence						
I am capable of writing a very clear and well-organized paper.	66.4%	61.9%	54.4%	56.0%	64.2%	61.6%
I pick up new vocabulary words quickly, and I find it easy to use them in my speech and writing.	56.1%	55.5%	56.2%	54.3%	56.7%	55.9%
I am very good at figuring out the deeper meaning of a short story or novel.	53.5%	50.0%	50.4%	49.7%	52.5%	51.6%
I have difficulty organizing my ideas in a paper, and I tend to make a lot of punctuation and grammar mistakes.	29.4%	32.5%	38.2%	38.6%	30.3%	32.9%
In English classes, I've had difficulty analyzing an author's style and theme.	28.0%	30.2%	28.8%	31.1%	27.9%	28.9%
Learning new vocabulary words is a slow and difficult process for me.	17.1%	17.7%	19.5%	20.8%	16.7%	18.0%

Percent of freshmen in agreement (Fall 2012)

All survey items	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
Career closure						
I have found a potential career that strongly attracts me.	81.4%	78.8%	80.9%	80.6%	80.5%	80.5%
I have made a firm decision to enter a certain occupation and have begun planning my life around that decision.	63.6%	63.3%	68.5%	66.9%	64.0%	64.9%
I become very confused when I try to choose an occupation.	19.5%	22.2%	23.0%	22.9%	20.5%	21.3%
I am very confused about what occupation to pursue.	18.7%	21.4%	19.7%	20.4%	19.5%	19.8%
Family emotional support						
When I was a child, my parents usually understood me, respected my judgment, and treated me in ways that helped me grow.	78.1%	78.2%	69.8%	69.4%	78.7%	75.8%
My family and I communicated very well when I was young, and we had a good understanding of each other's point of view.	69.0%	67.9%	61.4%	60.4%	69.3%	66.5%
My family had one way of looking at me when I was a child, and they didn't understand my feelings very well.	13.8%	14.5%	21.0%	21.2%	13.8%	16.1%
When I was a child, the other members of my family often said hurtful things that caused unpleasant feelings.	11.6%	11.8%	17.5%	18.0%	11.2%	13.4%
Sense of financial security						
I have the financial resources that I need to finish college.	47.5%	46.4%	44.2%	38.2%	49.9%	46.2%
I don't have any financial problems that will interfere with my schoolwork.	38.9%	37.5%	37.0%	30.5%	41.3%	37.9%
I have financial problems that are very distracting and troublesome.	27.8%	29.3%	32.4%	38.5%	25.5%	29.6%
I am in a bad financial position, and the pressure to earn extra money will probably interfere with my studies.	16.6%	17.5%	19.1%	23.2%	15.0%	17.6%
Sociability						
I greatly enjoy getting together with a crowd of people and having fun.	80.1%	80.2%	73.1%	76.0%	79.2%	78.1%
I am very adventurous and outgoing at social gatherings.	54.7%	56.4%	54.8%	54.7%	55.6%	55.3%
Participating in large social gatherings is of little interest to me.	24.2%	25.3%	32.7%	30.4%	25.4%	27.0%
It is hard for me to relax and just have fun with a group of people.	12.0%	11.5%	13.6%	13.7%	11.6%	12.3%

About our statistical processes

Due to the large sample sizes, virtually all differences in the means shown in this report proved to be statistically significant based on either a t-test (using two-level variables such as first-generation/non-first-generation) or ANOVA analysis (using multi-level variables such as school type). To identify greater contrasts between first-generation and non-first-generation students (the items that appear in **bold**), Cohen's d was used to identify items with small or medium effect sizes. Virtually all other differences between first-generation and non-first-generation students, although statistically significant, registered negligible effect sizes.

Percent of freshmen in agreement (Fall 2012)

All survey items	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
Opinion tolerance						
I get along well with people who disagree with my opinion openly.	59.8%	57.6%	61.4%	62.7%	58.3%	59.6%
I can feel comfortable with someone who thinks quite differently than I do on major social issues.	61.9%	60.3%	61.7%	63.0%	60.7%	61.4%
I find it easy to be friends with people whose political ideas differ sharply from my own.	55.0%	53.2%	55.4%	55.5%	54.2%	54.6%
When someone's opinions strongly disagree with my own, I tend to develop unfriendly feelings and to avoid close contact with the person.	12.4%	13.0%	12.1%	11.4%	13.0%	12.5%
I feel uneasy and distrustful toward people whose way of thinking is quite dissimilar to my own.	8.9%	10.1%	9.7%	9.7%	9.3%	9.5%
Because they irritate me, I tend to stay away from people whose ideas are quite different from my own.	9.1%	10.2%	11.1%	10.4%	9.8%	10.0%
Receptivity to academic assistance						
I would like to receive some instruction in the most effective ways to take college exams.	74.6%	77.4%	74.9%	78.7%	74.1%	75.5%
I would like to receive some help in improving my study habits.	55.3%	62.4%	61.9%	64.9%	56.8%	59.3%
I would like to receive some individual help in improving my math skills.	43.2%	49.6%	55.6%	55.7%	45.4%	48.7%
I would like to receive some individual help in improving my writing skills.	44.4%	48.0%	46.2%	52.6%	42.9%	46.0%
I would like to receive tutoring in one or more of my courses.	42.2%	49.5%	42.7%	49.1%	42.4%	44.5%
I would like to receive some training to improve my reading skills.	26.8%	30.3%	30.4%	35.4%	25.9%	28.9%
Receptivity to career counseling						
I would like some help selecting an educational plan that will prepare me to get a good job.	68.1%	68.7%	63.2%	70.0%	65.4%	66.9%
I would like to talk with someone about the qualifications needed for certain occupations.	61.8%	66.5%	61.3%	65.9%	61.7%	63.1%
I would like to talk with someone about the salaries and future outlook for various occupations.	54.0%	56.0%	51.1%	56.2%	52.7%	53.8%
I would like to talk with someone about the advantages and disadvantages of various occupations.	47.9%	50.1%	43.2%	48.9%	46.4%	47.2%
I would like some help selecting an occupation that is well suited to my interests and abilities.	46.3%	47.5%	44.2%	49.0%	44.7%	46.1%

Percent of freshmen in agreement (Fall 2012)

All survey items	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
Receptivity to financial guidance						
I would like to talk to someone about getting a scholarship.	64.8%	68.2%	58.4%	68.4%	62.0%	64.0%
I would like to talk to someone about getting a part-time job during the regular school year.	54.2%	54.1%	42.0%	52.6%	49.8%	50.7%
I would like to talk to someone about the opportunities available for summer employment.	51.4%	50.9%	44.1%	53.7%	47.1%	49.2%
I would like to talk with someone about getting a loan to help me through school.	27.3%	27.8%	31.2%	34.5%	25.9%	28.6%
Receptivity to personal counseling						
I would like to talk with a counselor about my general attitude toward school.	16.9%	19.6%	20.2%	22.6%	16.8%	18.6%
I would like to talk with a counselor about some difficulties in my personal relationships or social life.	11.1%	11.0%	12.1%	13.2%	10.5%	11.4%
I would like to talk with a counselor about eliminating an unwanted habit (involving food, drugs, cigarettes, or alcohol, etc.).	8.7%	10.2%	11.6%	12.2%	8.9%	10.0%
I would like to talk with a counselor about some emotional tensions that are bothering me.	9.5%	9.3%	9.2%	10.6%	8.8%	9.4%
I would like to talk with a counselor about some feelings of discouragement or unhappy thoughts that keep bothering me.	9.0%	9.3%	9.2%	10.4%	8.5%	9.1%
I would like to talk with a counselor about some family problems.	6.5%	6.7%	7.3%	8.3%	6.0%	6.8%
Receptivity to social enrichment						
I would like to attend an informal gathering where I can meet some new friends.	61.0%	58.3%	43.8%	52.6%	56.4%	55.3%
I would like to find out more about the clubs and social organizations at my college.	65.9%	66.4%	44.6%	57.0%	61.2%	60.0%
I would like to find out more about student government and the various student activities on campus.	49.0%	48.2%	37.5%	46.7%	44.9%	45.4%
I would like to meet an experienced student who can show me around and give me some advice.	50.3%	53.9%	41.7%	50.7%	48.1%	48.9%
Desire to transfer						
I have no desire to transfer to another school before finishing a degree at this college or university.	69.9%	59.5%	46.3%	57.6%	61.2%	60.0%
I plan to transfer to another school before completing a degree at this college or university.	7.2%	13.1%	27.1%	16.4%	13.9%	14.7%
Total number of students	42,781	31,174	29,801	31,225	71,128	103,756
Average age of students	19.5	18.8	23.4	22.0	19.7	20.4

Respondent demographics (Fall 2012)

Percent of freshmen in agreement (Fall 2012)

All survey items	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
Number of respondents	42,781	31,174	29,801	31,225	71,128	103,756
Percent of respondents	41.2%	30.0%	28.7%	30.1%	68.6%	100.0%
Female	54.2%	57.2%	54.4%	58.5%	53.7%	55.2%
Male	45.7%	42.8%	45.6%	41.5%	46.3%	44.8%
Racial/ethnic origin						
Black/African-American	15.3%	22.1%	23.6%	23.0%	18.1%	19.7%
American Indian or Alaskan Native	0.5%	0.8%	0.9%	0.7%	0.7%	0.7%
Asian or Pacific Islander	4.4%	3.9%	2.3%	4.4%	3.3%	3.6%
White/Caucasian	62.7%	55.5%	46.7%	40.4%	63.1%	55.9%
Hispanic or Latino	10.1%	12.1%	20.6%	26.0%	8.3%	13.7%
Multiethnic or other ethnic origin	4.2%	3.7%	3.4%	3.3%	4.0%	3.8%
Prefer not to respond	2.5%	1.8%	2.4%	2.1%	2.3%	2.3%
Highest education level of mother						
8 years or less	2.6%	4.6%	6.6%	13.2%	0.5%	4.3%
Some high school	4.7%	6.5%	13.6%	21.5%	1.8%	7.8%
High school diploma	24.3%	27.3%	35.9%	65.3%	12.6%	28.6%
1 to 3 years of college	26.2%	27.6%	25.8%	0.0%	38.3%	26.5%
Bachelor's degree	26.2%	21.6%	11.0%	0.0%	29.6%	20.4%
Master's degree	12.0%	9.6%	4.4%	0.0%	13.2%	9.1%
Professional degree	3.5%	2.4%	2.2%	0.0%	4.0%	2.8%
Highest education level of father						
8 years or less	3.1%	5.3%	8.5%	15.3%	1.0%	5.3%
Some high school	6.6%	9.3%	16.5%	24.8%	4.0%	10.3%
High school diploma	28.2%	33.5%	39.2%	59.9%	21.6%	32.9%
1 to 3 years of college	21.2%	22.1%	19.7%	0.0%	30.6%	21.0%
Bachelor's degree	22.8%	18.2%	9.1%	0.0%	25.4%	17.5%
Master's degree	11.2%	7.3%	3.8%	0.0%	11.5%	7.9%
Professional degree	5.8%	3.1%	2.3%	0.0%	5.8%	4.0%
Highest degree planned by respondent						
None	0.1%	0.1%	0.3%	0.2%	0.1%	0.1%
1-year certificate	0.1%	0.1%	3.3%	1.9%	0.7%	1.0%
2-year degree (associate)	1.6%	0.7%	27.0%	14.2%	6.2%	8.6%
4-year degree (bachelor's)	37.0%	40.7%	38.4%	41.7%	37.2%	38.5%
Master's degree	38.3%	34.0%	17.7%	25.2%	33.7%	31.1%
Professional degree	22.8%	24.4%	13.2%	16.8%	22.1%	20.5%

Percent of freshmen in agreement (Fall 2012)

All survey items	Students at 4-year private institutions	Students at 4-year public institutions	Students at 2-year institutions (public and private)	First-generation students	Non-first-generation students	OVERALL national percentages
Time expecting to spend at work						
0 (I have no plans to work)	24.7%	26.3%	16.9%	17.9%	25.1%	22.9%
1 to 10 hours per week	31.0%	23.3%	11.9%	17.6%	25.7%	23.2%
11 to 20 hours per week	27.2%	32.6%	25.3%	28.5%	28.2%	28.3%
21 to 30 hours per week	9.2%	12.5%	23.1%	18.8%	12.2%	14.2%
31 to 40 hours per week	5.4%	4.3%	17.3%	12.8%	6.6%	8.5%
Over 40 hours per week	2.3%	0.9%	5.4%	4.2%	2.2%	2.8%
Average grades as senior in high school						
A	23.6%	20.6%	5.8%	11.1%	20.5%	17.6%
A to B	37.3%	39.3%	27.3%	33.1%	35.9%	35.0%
B	18.5%	19.2%	18.0%	17.8%	18.9%	18.6%
B to C	15.4%	16.8%	32.6%	26.4%	18.2%	20.7%
C	3.6%	3.1%	9.6%	7.1%	4.3%	5.2%
C to D	1.3%	0.9%	5.5%	3.6%	1.9%	2.4%
D	0.3%	0.2%	1.2%	0.9%	0.3%	0.5%
Self-assessment of academic knowledge						
Highest 20%	21.1%	16.3%	8.1%	10.5%	18.4%	15.9%
Next to highest 20%	36.4%	35.9%	22.8%	27.4%	34.6%	32.3%
Middle 20%	40.7%	46.0%	62.7%	57.2%	44.7%	48.6%
Next to lowest 20%	1.6%	1.6%	5.3%	4.0%	2.1%	2.7%
Lowest 20%	0.2%	0.2%	1.1%	0.8%	0.3%	0.5%
Self-assessment of academic ability						
Considerably below average	0.3%	0.3%	0.9%	0.8%	0.4%	0.5%
Slightly below average	3.1%	3.4%	6.4%	5.5%	3.5%	4.2%
Average	25.8%	30.5%	49.3%	44.1%	29.4%	34.0%
Slightly above average	37.1%	37.7%	27.4%	30.6%	36.2%	34.5%
Considerably above average (top 20%)	30.3%	25.7%	14.2%	17.3%	27.5%	24.3%
Extremely high (top 5%)	3.4%	2.3%	1.7%	1.7%	3.0%	2.6%
Timing of decision to attend chosen college/university						
Decision made few days before	2.4%	1.7%	5.4%	4.1%	2.5%	3.0%
Decision made weeks before	12.8%	9.8%	23.6%	18.7%	13.3%	15.0%
Decision made many months before	84.7%	88.4%	71.0%	77.1%	84.1%	81.9%

View more student attitudes online

Please visit www.noellevitz.com/FreshmanReport to download these additional Noel-Levitz reports that may be of interest:



2012 Noel-Levitz Research Report

The Attitudes and Needs of Freshmen at Mid-Year

This companion report to Noel-Levitz's 2012 National Freshman Attitudes Report examines the self-reported attitudes, motivations, and needs of college freshmen at the beginning vs. the middle of the 2011-2012 academic year, based on survey responses from a sizable sample of more than 4,000 freshmen attending college in 2011-2012. Highlights appear below.

By the middle of their first year...

- Only about half or less of the freshman respondents at private and public four-year institutions reported they had received help with career planning.
- Two-thirds of the respondents indicated they "get along well" with people who openly disagree with them, up from just over half at the start of the year.
- Fifty-five percent of the respondents at two-year public institutions, 18 percent of the respondents at four-year public institutions, and 9 percent of the respondents at four-year private institutions reported they planned to transfer to another college or university to complete a degree or program.

Complete findings appear in the appendix on pages 5-11, including 29 changes in student attitudes between the beginning vs. the middle of the freshman year and up to 12 areas where students' receptivity to assistance at the start of the year exceeded students' actual usage of support services by mid-year. To access Noel-Levitz's 2012 National Freshman Attitudes Report, visit www.noellevitz.com/FreshmanReport.

Findings color key:

- 4-year private institutions
- 4-year public institutions
- 2-year institutions, public and private

What are the implications of these findings?
What should colleges and universities do with the findings in this report? How might these findings affect campus practices and policies? For a discussion of possible responses to the data, read this related blog post from Noel-Levitz, "What these college freshmen want but aren't getting by mid-year: Findings from a new Noel-Levitz report," available at blog.noellevitz.com.

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National Research Study

Addendum by Race/Ethnicity

2012 National Freshman Attitudes Report

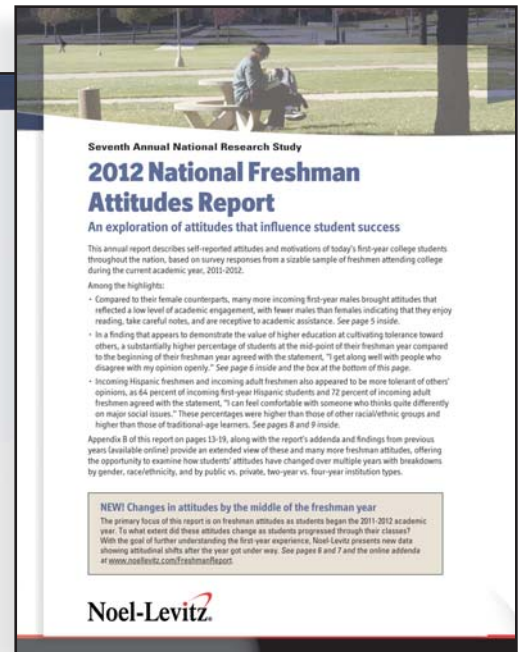
Included in this addendum are the findings for the Noel-Levitz 2012 National Freshman Attitudes Report by race/ethnicity for incoming students. These data show the percentage of students within each group that agreed with each item.

For a demographic breakdown of the respondents, please see pages 7 and 8.

For a brief explanation of the statistical processes used to produce these data, please see the end of this document.

To access the main 2012 National Freshman Attitudes Report, visit www.noellevitz.com/FreshmanReport.

Noel-Levitz



Seventh Annual National Research Study

2012 National Freshman Attitudes Report

An exploration of attitudes that influence student success

This annual report describes self-reported attitudes and motivations of today's first-year college students throughout the nation, based on survey responses from a sizable sample of freshmen attending college during the current academic year, 2011-2012.

Among the highlights:

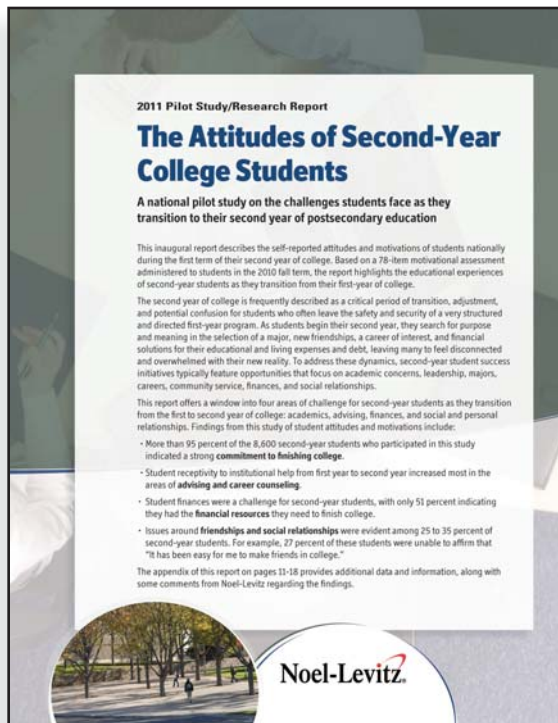
- Compared to their female counterparts, many more incoming first-year males brought attitudes that reflected a low level of academic engagement, with fewer males than females indicating that they enjoy reading, take careful notes, and are receptive to academic assistance. See page 5 inside.
- In a finding that appears to demonstrate the value of higher education at cultivating tolerance toward others, a substantially higher percentage of students at the mid-point of their freshman year compared to the beginning of their freshman year agreed with the statement, "I get along well with people who disagree with my opinion openly." See page 8 inside and the box at the bottom of this page.
- Incoming Hispanic freshmen and incoming adult freshmen also appeared to be more tolerant of others' opinions, as 64 percent of incoming first-year Hispanic students and 72 percent of incoming adult freshmen agreed with the statement, "I can feel comfortable with someone who thinks quite differently on major social issues." These percentages were higher than those of other racial/ethnic groups and higher than those of traditional-age learners. See pages 8 and 9 inside.

Appendix B of this report on pages 13-19, along with the report's addenda and findings from previous years (available online) provide an extended view of these and many more freshman attitudes, offering the opportunity to examine how students' attitudes have changed over multiple years with breakdowns by gender, race/ethnicity, and by public vs. private, two-year vs. four-year institution types.

NEW! Changes in attitudes by the middle of the freshman year
The primary focus of this report is on freshman attitudes as students began the 2011-2012 academic year. To what extent did these attitudes change as students progressed through their classes? With the goal of further understanding the first-year experience, Noel-Levitz presents new data showing attitudinal shifts after the year got under way. See pages 8 and 7 and the online addenda at www.noellevitz.com/FreshmanReport.

Noel-Levitz

Also, find these reports at www.noellevitz.com/SecondYearAttitudes:



2011 Pilot Study/Research Report

The Attitudes of Second-Year College Students

A national pilot study on the challenges students face as they transition to their second year of postsecondary education

This inaugural report describes the self-reported attitudes and motivations of students nationally during the first term of their second year of college. Based on a 78-item motivational assessment administered to students in the 2010 fall term, the report highlights the educational experiences of second-year students as they transition from their first year of college.

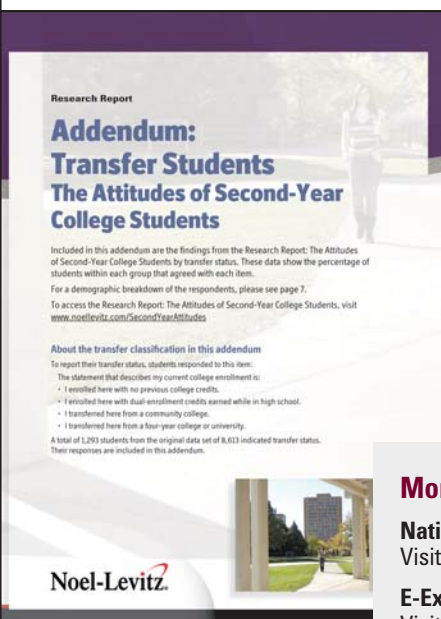
The second year of college is frequently described as a critical period of transition, adjustment, and potential confusion for students who often leave the safety and security of a very structured and directed first-year program. As students begin their second year, they search for purpose and meaning in the selection of a major, new friendships, a career of interest, and financial solutions for their educational and living expenses and debt. Leaving many to feel disconnected and overwhelmed with their new reality. To address these dynamics, second-year student success initiatives typically feature opportunities that focus on academic concerns, leadership, majors, careers, community service, finances, and social relationships.

This report offers a window into four areas of challenge for second-year students as they transition from the first to second year of college: academics, advising, finances, and social and personal relationships. Findings from this study of student attitudes and motivations include:

- More than 95 percent of the 8,600 second-year students who participated in this study indicated a strong **commitment to finishing college**.
- Student receptivity to institutional help from first year to second year increased most in the areas of **advising and career counseling**.
- Student finances were a challenge for second-year students, with only 51 percent indicating they had the **financial resources** they need to finish college.
- Issues around **friendships and social relationships** were evident among 25 to 35 percent of second-year students. For example, 27 percent of these students were unable to affirm that "It has been easy for me to make friends in college."

The appendix of this report on pages 11-18 provides additional data and information, along with some comments from Noel-Levitz regarding the findings.

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Research Report

Addendum: Transfer Students

The Attitudes of Second-Year College Students

Included in this addendum are the findings from the Research Report: The Attitudes of Second-Year College Students by transfer status. These data show the percentage of students within each group that agreed with each item.

For a demographic breakdown of the respondents, please see page 7.

To access the Research Report: The Attitudes of Second-Year College Students, visit www.noellevitz.com/SecondYearAttitudes.

About the transfer classification in this addendum

To report their transfer status, students responded to this item:

The statement that describes my current college enrollment is:

- I enrolled here with no previous college credits.
- I transferred here from a community college.
- I transferred here from a four-year college or university.

A total of 1,283 students from the original data set of 8,613 indicated transfer status. Their responses are included in this addendum.

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To see a sample of the 100-item student survey used in this study, please visit www.noellevitz.com/RMSPlus.

Questions? Want additional information?

If you have questions about this report, or if you would like to discuss how an attitudinal student survey can support student success and persistence on your campus, please contact Noel-Levitz at 1-800-876-1117 or ContactUs@noellevitz.com. Additionally, see the description below to learn more about how the early-alert assessments of the Noel-Levitz Retention Management System *Plus*TM (RMS *Plus*) help campuses focus early individual interventions with at-risk students.

About Noel-Levitz and the early-alert survey instrument used in this study

Noel-Levitz has served the higher education community for 40 years. Campus leaders turn to Noel-Levitz for consultation and resources for student recruitment, student retention, marketing, and strategic enrollment planning. More than 2,800 colleges and universities throughout North America have used Noel-Levitz services.

The data in this report are drawn from the 100-item, Noel-Levitz's Form B version of the College Student Inventory (CSI-B), part of the Noel-Levitz Retention Management System *Plus*. Student respondents complete this survey during orientation or within their first weeks of classes. Immediately upon the survey's completion, findings are reported directly to the individual student respondents and to their college or university for early and ongoing identification of student needs.

Two companion, follow-up surveys to CSI-B are also available to help campuses keep an eye on students' changing needs. The Mid-Year Student Assessment (MYSA) identifies changes in student attitudes and motivation at the mid-point of their first year. In addition, the Second-Year Student Assessment (SYSA) identifies the needs of second-year students.

Using the findings of these surveys, educators are able to engage students in timely conversations and to proactively connect students with key services that make a difference.

To see sample copies of the assessment, please visit www.noellevitz.com/RMSPlus.

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RATING SCALE								
NOT AT ALL TRUE	1	2	3	4	5	6	7	COMPLETELY TRUE

The rating scale at left is used by the survey instrument, CSI-B. For this report, "agreement" was defined as the aggregated number of students who selected a rating of 5, 6, or 7.

How to cite this report

Noel-Levitz. (2013). *2013 national freshman attitudes report*. Coralville, Iowa: Author. Retrieved from: www.noellevitz.com/FreshmanReport

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